

**AN ANALYSIS OF ENGLISH TEACHERS' QUESTIONS IN  
PROMOTING THINKING SKILLS AT SMP N 8 YOGYAKARTA**

**A Thesis**

Presented as Partial Fulfillment of the Requirements for the Attainment of  
a *Sarjana Pendidikan* Degree in English Education



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IN PROMOTING THINKING SKILLS AT SMP N 8 YOGYAKARTA**

**A Thesis**



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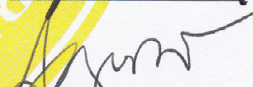
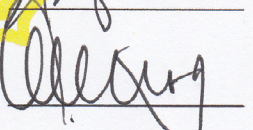


## RATIFICATION SHEET

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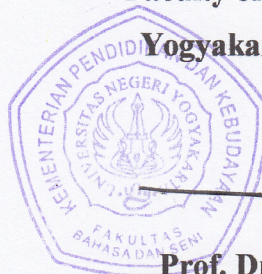
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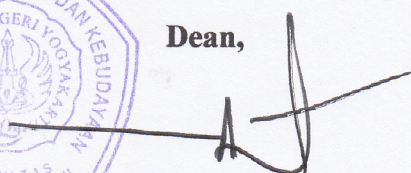
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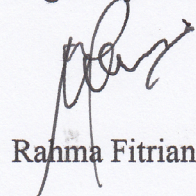
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Apabila terbukti pernyataan saya tidak benar, hal ini akan menjadi tanggung jawab saya sepenuhnya.

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Yang menyatakan,



Rahma Fitriana



## MOTTOS

So verily, with the hardship, there is relief. Verily, with the  
hardship, there is relief.

*(Al-Inshirah: 5-6)*

I am what I am today because of the choices I made yesterday.

*(Eleanor Roosevelt)*

There's nothing you cannot do, right? So, do them soon.

*(Klenting Kuning's stepmother)*

## DEDICATIONS

I dedicate this thesis to:

*My parents, **M. Imam Al-Muttaqin** and **Irianti**,  
for your prayers and advice in words, for your endless encouragement in  
smiles, for your unconditional love in.... all the way!*

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# **AN ANALYSIS OF ENGLISH TEACHERS' QUESTIONS IN PROMOTING THINKING SKILLS AT SMP N 8 YOGYAKARTA**

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## **ABSTRACT**

This research aims to analyze the teachers' questions in promoting thinking skills at SMP N 8 Yogyakarta. In more specific terms, this research is aimed at identifying the types of teachers' questions performed in classroom practices, types of cognitive domains embedded, and describing teacher questioning strategies at SMP N 8 Yogyakarta.

This research was descriptive qualitative research, but it used both qualitative and quantitative data. The quantitative approach was used to support the explanation of the data analysis. The data were collected from the questions performed by two teachers of 8<sup>th</sup> grade at SMP N 8 Yogyakarta in 22 meetings. In this study, investigator triangulation was done to investigate the findings of the research.

The results of the research show that (1) the teacher performed four types of questions, which include factual questions, empirical questions, evaluative questions, and productive questions, (2) the teachers' questions were determined comprising a negotiation of meaning as the questioning strategies. In reference to types of questions performed, factual questions which include *remembering* and *understanding* cognitive domains occurred dominantly rather than empirical questions, which include *applying* and *analyzing*; *evaluating*; and *creating* cognitive domains. It implies that teachers' questions promote more lower-order thinking skills (LOTS) instead of higher-order thinking skills (HOTS). This signifies that classroom practices are mainly form-focused teaching and it is the nature of how learning goes within teacher-centered instruction.

Keywords: *Teachers' Questions, Thinking Skills, Lower-Order Thinking, Higher-Order Thinking, Negotiation of Meaning*

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses some issues which include background of the study. The research focus also becomes a part of this chapter. Then, following the research focus, there is an explanation of the objectives of the research and the significance of the research. Each is presented below.

#### **A. Background of the Study**

Being able to deal with critical thinking has become a challenge for students. Students are not only required to grasp knowledge but analyze or even put some values upon the specified information. This kind of skills is more important than remembering facts and copes with rather complicated one instead. These are cross-discipline skills that stick with students throughout life. Knowledge is absolutely important in learning, but students should go beyond that. They should have adequate thinking skills to make use of their knowledge.

However, exercising critical thinking was another case. Indonesian students are considered having lack of critical reasoning. The evidence was gained from a study conducted by Djiwandono (2013) that describes Indonesian students as “lacking critical attitude and ignorant of the principles of analysis and critique”. They are able to comprehend things, to memorize abundant formula but they do not have enough competence to analyze the given phenomena. Students might be good at comprehend texts but then find it hard to deal with ‘how’, ‘why, and ‘what if’. Those three questions actually enable students to analyze, not just

merely to select the answer. It belongs to higher-order thinking skills (HOTS). These skills differ from lower-order thinking skills (LOTS) such as remembering and understanding in that they prepare students to apply existing knowledge.

Regarding to higher-order thinking implementation in classroom context, it is closely related to the learning tasks. Classroom tasks require interactions between students and teachers, in which questions are highly produced. Nagappan (2001) proposes that the most frequently used method of enhancing thinking in a classroom is questioning. Questions commonly encourage students to recall knowledge that is previously learnt. However, students should not only be exposed to the questions which merely need to recall information. Moreover, questions must include answers that have not already been presented. It implies that questions used in classroom practices can be employed to elicit specific types of thought.

Meanwhile, a teacher is the key component in a classroom. What does it imply? The teacher, acted as a controller and organizer (Brown, 2000), is required to manage the teaching and learning process which employs strategies to enhance students' thinking skill. In a teacher-centered practice, in which the teacher dominates classroom talk and gives questions, then students perform responses. Afterwards, he/she commonly gives evaluation toward students' answer. Teachers benefit this situation to assist learners' understanding toward the materials. It is worth mentioning that this is also becoming teacher's responsibility to stimulate students' thinking with questions uttered.

Then, a challenge of a language teacher today is to teach students the skills they need to be critical thinkers. Instead of memorizing facts and understanding a text, students need to involve in higher levels of thinking. What is so important by having HOTS? HOTS require students to manipulate information and ideas in ways that transform their meaning and implications. The upcoming national curriculum named 2013 Curriculum, which actually has been implemented in some schools, puts emphasis on the development of thinking skills. Language teaching and learning is also expected to manifest thinking skills, which can be achieved by questioning. This study is going to describe English teachers' questions in reference to promoting thinking skills at SMP N 8 Yogyakarta.

### **B. Research Focus**

The focuses of this study are presented as follows.

1. What are the types of questions that the teachers use in classroom communicative practices at SMP 8 Yogyakarta?
2. How do the teachers employ strategies in giving students the questions?

### **C. Research Objectives**

The objectives of the study are presented as follows.

1. To reveal the types of questions that the teachers use in classroom communicative practices at SMP 8 Yogyakarta
2. To describe how the teachers employ strategies in giving students the questions.

#### **D. Research Significance**

By doing this study, the researcher expects that the finding of the research is useful for many parties. Below is the significance of the research that may be obtained.

##### **1. Theoretical Significance**

The result of this study may add current theories which deal with teachers' questions as well as thinking skills in language classroom practices.

##### **2. Practical Significance**

- a. The research gives a view of various types of teachers' questions in a classroom practice and also gives more understanding for teachers to consider strategies of giving questions
- b. The research gives a preview whether or not teachers have been in the way to successful learning so that they can evaluate their performance in guiding students
- c. The research gives the readers more knowledge of how thinking skills can be comprised in teachers' questions.
- d. The research gives contributions to the next related research and can be comparison for the candidate of researchers.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

In this chapter, the researcher reviews some theories which are the basic of the analysis of her study. The theories reviewed include teacher talks, teacher questions, thinking skills and teacher questions in English classroom practices.

#### **A. Theoretical Review**

##### **1. Teacher Talks**

###### **a. The Nature of Teacher Talks**

Teacher's language is the main source of input in classroom. Sinclair and Coulthard in Sharpe (2008) state that the teachers talk for approximately two thirds of the lesson. The teacher controls what goes on in classroom primarily through the ways in which they manipulate the talk. Teacher talks aim to engage student in constructing knowledge. In line with this, Maftoon and Shakouri (2012) label the teacher talk as "a powerful classroom tool to convey and construct meaning". The language students heard at school is important element in promoting academic development, is not just enjoyable for students.

The structure of teacher talk is introduced by Sinclair and Coulthard in McCarthy (1991: 14-15) who suggest that exchanges consists of Initiation-Response-Feedback. It is then widely known as IRF pattern and is considered as a rule of talks in classroom.



- INITIATION     *T : The questions will be on different subjects, so, er well, one will be about, er well, some of the questions will be about politics, and some of them will be about, er, what?*
- RESPONSE     *S : History.*
- EVALUATION   *T : History. Yes, politics and history.*
- INITIATION     *T : and, um, and?*
- RESPONSE     *S : Grammar...*
- EVALUATION   *T : Grammar's good, yes...*

(Nunan, 1993: 36)

In that part, initiation is achieved by teacher's question while the response is represented by student's answer. As a matter of fact, IRF pattern in classroom talk is greatly realized by question and answer sequences. The main point is not on viewing that rigid pattern, but on how the pattern functions to construct knowledge and stimulate students to think.

In addition, the teacher talk includes a follow-up move (McCarthy, 1991: 122-123) which goes after the first IRF pattern is achieved. He adds that in a classroom, students rarely get the opportunity to take the responding role and let teacher makes initiation in the follow-up moves instead. This situation is commonly used by teachers to ensure that students have already posed knowledge they are intended to acquire. Teachers use follow-up moves within a series of talk and Ortega (2009: 61) confirms that this kind of conversation aims to make meaning more comprehensible for students and the teacher. It is called negotiation of meaning.

It is worth to mention Krashen's input hypothesis in seeing this feature in teacher talk. Krashen in Ellis (1997: 47) states that acquisition takes place when a learner understands inputs. It implies that the more comprehensible teachers' utterances, the wider concept that students acquire as an impact of teacher talk

performed. Long in Ortega (2009: 60-61) supports this by highlighting that the most effective comprehensible input is when modified through the negotiation of meaning. As the notion says that input attainment is accomplished “when interlocutors succeed in making themselves understood in communication”; teacher talks using negotiation of meaning play a role in cognitive development.

Furthermore, this feature can be clearly identified by some signals in teacher talk. Ortega (2009: 61) clarifies 3 signals, which are clarification requests, confirmation checks, and comprehension checks. Clarification requests are moves which the teacher seeks assistance in understanding students’ preceding utterance, such as *Pardon me?* or *I don’t understand*. Confirmation checks are moves which the teacher is somewhat unsure he/ she has understood the message correctly (e.g. *You mean it is written by himself?* or *This is difficult, right?*). The last, comprehension checks are moves by which the teacher attempts to determine whether the students have understood a preceding message (e.g. *You know what I mean?* or *The young man is a doctor, right?*). As a response toward teacher’s negotiating meaning, then, students confirm understanding or admit non-understanding. In this way, it might transform comprehension difficulty into comprehensible input.

#### **b. Analyzing Teacher Talks**

As a spoken language, teacher talks need to be recorded and transcribed. According to McKay (2006: 103), transcribing is a process of writing down what is said in natural interaction recorded. Written transcriptions are obtained by listening to those recordings. The verbal data are transcribed from what the

researcher hears naturally. It is worth mentioning that speech is represented using normal orthographic conventions.

However, the issue is on whether or not the transcription can preserve the spoken language as it is. In reference to this, she points out that transcripts cannot be taken as equal to the recordings of spoken language as an interaction conveys a number of meanings through some suprasegmental features which cannot be fully captured in a written form. Based on this reason, not all of suprasegmental records are taken into account in transcriptions. Only if do they constitute a useful consideration in the talk, the features are represented.

As the written transcriptions are accomplished, the teacher talk is deeply analyzed. Analyzing spoken data is achieved through reading and reviewing the data (Lodico, Spaulding, and Voegtle; 2010: 165) to detect patterns and explain the logic of interaction. With respect to analyzing teacher talk, McKay (2006: 104) adds that the idea is to set about the data with an open mind and not with any fixed ideas of what the data mean. In this case, the context of classroom sessions helps to interpret teachers' utterances.

## **2. Teacher Questions**

### **a. Definition of Teacher Questions**

The Longman Dictionary of the English Language provides a definition of questions as commands/ interrogative expressions used to elicit responses or to test knowledge. An utterance is identified as a 'question' because it is interrogative form, and it is what Tsui (1992: 89) called as a way of viewing the term 'question' as a syntactic category. However, it is worth to mention that not

all of questions are interrogatives (e.g. *Tell me how to make a cup of coffee.*). Conversely, not all interrogatives are questions (e.g. *How do you do?*).

In addition, an utterance having rising intonation is sometimes indicated as a question, though it is not presented in interrogative form. Syntactically, interrogative sentences are characterized by inversion of subjects and verbs. However, utterances like “*You get it?*” or “*Your answer is D?*” belong to question as they are meant to get information. It is what Tsui (1992: 93) called as declarative questions which refers to declarative sentences. Then again, this view is quite problematic. Labov and Fanshel in Tsui (1992: 94) state that if the speaker made a statement with a falling intonation but as it brings out a response from the hearer, it belongs to a question.

*H : I don't know, see, he has a son at, was in the school last year ah  
does he have to re-apply?*

*X : Ah yes, I think so.*

***H : So, we'll have to fill out one of those forms again.***

*X : Yes.*

(Tsui, 1992: 94)

H is not telling X that he has to fill the forms yet asking for a question whether or not he has to fill the forms again. Thus, a general definition of questions regarding to various syntactic forms is an expression used to get information.

Dealing with questions performed in an educational setting, the definition of a question established by the Longman Dictionary of the English Language above benefits this focus of the study. Questions are used to test knowledge in which the teacher often uses them as a classroom tool to check student understanding. Maftoon and Shakouri (2012: 1208) say that conveying and constructing meaning can be achieved by giving questions during classroom interaction.

Teachers give various questions at the beginning of the lesson, the core activities, and the end of the lesson. To open class, teachers commonly ask some routine questions, for example *How's everything?* or *Is anybody absent today?*. There are also questions which are uttered by the teacher, like *Do you get it?*, *Your homework is on page 28, right?*, *Who haven't completed yet?* or more interpersonally *What time did you finish doing the study club, girls?* which are frequently performed by the teacher during any part of the lesson. In the end of the lesson, teachers often ask for questions to monitor students, like *Do you have any problem with the lesson?* and *Before I leave class, any question?*

However, those questions are not denoted the activity of conveying and constructing meaning. Teachers check students' understanding of a narrative text, for instance, through asking the main idea (e.g. *What does the text tell us about?*) or the details of the story (e.g. *Did the king give food to the strangers?*). In comparison to the previous types of questions, those two tend to activate mind to cope with the tasks given. Thus, not all of the questions were taken into account in this study.

The most frequently used sequence in classroom questioning is 'question – answer - comment/evaluation', or 'initiation – response - evaluation/ feedback', IRE/ IRF in short (Sinclair and Brazil, 1992: 65). Though the sequence is not quite rigorous, it is important to note that this sequence represents questioning strategies which the teacher provides various questions or feedbacks in guiding students to be able to perform answers correctly. Thus, a choice of questions may

affect differently in students thinking process and accordingly has an effect on their answers produced.

#### **b. Types of Teacher Questions**

Tsui (1992: 89) proposes that there are three major classes of questions, which include (1) Yes/No questions, (2) WH-questions and (3) Alternative questions. The first type of questions is Yes/No questions which are usually formed by placing auxiliary verbs before subject and using rising intonation (e.g. *Do you know the meaning of this word?*). WH-questions are realized by Wh-words and usually using falling intonation (e.g. *What is the main idea of paragraph 3?*). Alternative questions, as the name suggests, are those that expect a reply one of two or more options presented, using either Yes/ No questions or WH- questions (e.g. *Do you think the answer is A or B?* or *Which one do you prefer: orange juice, milk tea, or black coffee?*). This kind of distinction is made based on surface form.

In addition, Gabrielatos (1997) introduces convergent and divergent questions in terms of how those require responses. This can be reflected in educational setting as teachers' questions are designed to call students' response. Convergent questions are the questions to which there is one correct answer. It implies that there is no more correct answer but one required (e.g. *How old is Michael Jackson when he died?*). A divergent question, in contrast, is the question inviting students to express views or values. It can be inferred that there might be more than one answer are acceptable.

Another distinction of the question falls into display and referential category. Long and Sato (1983) as cited in Lynch (1991) distinguishes those questions based on the nature of classroom interaction generated. Tsui in Yang (2007) explains that display questions are employed by the teacher to check if the students know the answer, while the teacher already knows the answer. On the contrary, referential questions are those uttered by the teachers in which they do not know the answers and encourage students to respond in order to give the teachers information.

Though the last two distinctions of questions are already in line with questions uttered in classroom practice, all of them are not quite determining the quality of classroom communicative practices. What is important is the teacher strategies in using questions to get responses from students as well as to develop their thinking process. Dealing with thinking pattern, there is a categorization of questions which leads to reveal that a type of questions involve a particular thinking process. The notion why the questions should be linked to thinking skill is that the most frequently used classroom method of enhancing thinking is questioning. Questioning and cuing are two primary ways teachers use to encourage specific types of thought (Nagappan, 2001: 8) and the link between questions and thinking is further discussed in next subchapter.

Moore (2001) suggests a classification of questions based on taxonomy of learning. The taxonomy is firstly proposed by Bloom (1956: 18) and later revised by Anderson and Kratwohl, (2002). They are factual questions, empirical questions, productive questions, and evaluative questions. Factual questions are

questions used to simply recall information (e.g. *What is the name of the text?*). Empirical questions refer to questions which students are asked to integrate or analyze given or recalled information (e.g. *How do you know?*). Productive questions lead students to think creatively and produce something unique (e.g. *How do you use this expression to look for your friend getting lost?*). Evaluative question is a type of questions in which students make judgments or express values (e.g. *Which method is the most suitable?*).

This distinction is derived from Bloom's taxonomy which ranges from lower to higher levels of cognitive thinking. This study benefits revised taxonomies of learning suggested by Kratwohl (2002), which vary on remembering, understanding, applying, analyzing, evaluating, and creating. The details are described in the next subchapter, but it is important to outline that questions involving remembering and understanding process belong to factual type of questions. Empirical questions bring up applying and analyzing category. Much higher than that, evaluative questions are linked to evaluating cognitive process, while productive questions are those questions employing creating process of students' thinking. These four types of questions are useful in classifying teachers' questions performed in promoting thinking skills.

### **3. Thinking Skills**

#### **a. The Nature of Thinking Skills**

The word 'thinking' is defined by Perkins (1986) in Moore and Hansen (2012) as a combination of problem solving, decision making, reflecting, and making predictions. Further, he states the thinking skills involve mental processes



used in cognitive functions that enable people to make meaning from and create with information. In short, thinking skills can be defined as an ability to deal with things in scope of cognitive functions.

Cognition is very closely related to educational setting. More often than not, formal education concerns on understanding of knowledge and development of intellectual abilities. It implies that *thinking* is very important to be encouraged in schools. According to Schleppegrell (2004: 161), learners need to be taught to think because it reflects the ability to conceptualize. Conceptualizing is placed in cognitive aspects but might differ with other kinds of tasks in terms of complexity.

To ensure that all ranges of thinking skill are represented in educational areas, effective teachers refer to Bloom's taxonomy. It consists of a hierarchical order of thinking skills which is arisen by his problem to make a conclusion for different teaching focuses in schools: *Do they all mean the same thing?* Then, this taxonomy provides for classification of the educational goals which can be seen from various features in a teaching and learning process. Bloom (1956: 2) proposes that the use of taxonomy gains a perspective on the emphasis given to a certain behavior by a particular set of educational practices. It can be inferred that identifying one could find that a teacher may fall within a particular level.

#### **b. Level of Thinking Skills**

Bloom (1956: 12) proposes taxonomy of educational objectives to classify the intended behavior of students but this is not interested in judging the instructional methods used by teachers. He suggests 6 organized major levels as

knowledge, comprehension, application, analysis, evaluation, and synthesis. The taxonomy is useful to assess students' thinking, but according to Furst (1994) in Marzano and Kendall (2007), the taxonomy is considered oversimplifying the nature of thought and its relationship with learning.

Kratwohl (2002), the co-author of Bloom's manuscript, attempts to improve taxonomy and updates the framework in terms of advances in cognitive psychology and some confusing parts in the concept. He, then, recommends 6 cognitive domains, which are actually associated with the original Bloom's work. They are remembering, understanding, applying, analyzing, evaluating, and creating. It is not that only the revised taxonomy changed from nouns into verbs. Kratwohl (2002) says that it suggests a new hierarchical order and provides concise representation of relative emphasis in educational practice. Some years later, Marzano and Kendall (2007) suggest a new taxonomy which consists of retrieval, comprehension, analysis, knowledge, utilization, and includes metacognition—a newly-introduced term, and self system thinking. The taxonomy divides each category into sub-taxonomies based on process of thinking. Though it is recently updated, but the research using this framework has not been widely used.

Considering all taxonomies of learning above, the researcher used the revised Bloom's taxonomy which is proposed by Anderson and Kratwohl. It is still associated with Bloom's original work but has already been updated. Kratwohl (2002) suggests that there are six hierarchical orders of taxonomies.

They are remembering, understanding, applying, analyzing, evaluating, and creating. Each of thinking process is described as follows.

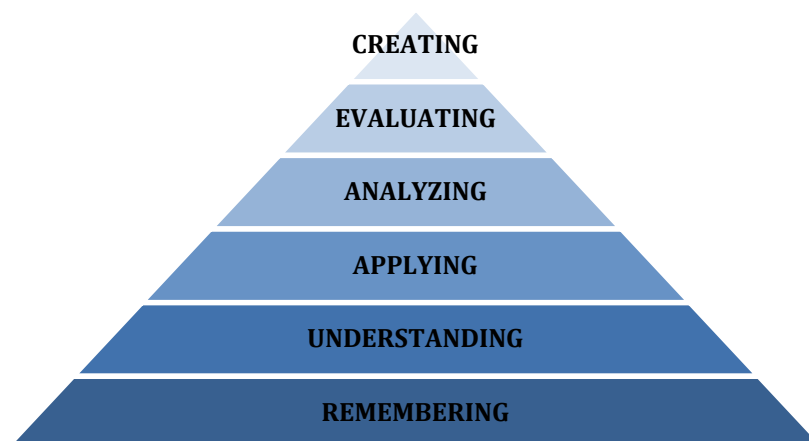


Figure 1. The cognitive domains

### 1) Remembering

The first category of taxonomies of learning is remembering. It deals with information retrieval and highly associated with memory (Bloom: 1956). In a classroom context, this thinking process operates on students' recalling previously acquired knowledge. Supporting this, Kratwohl (2002) says that remembering cognitive process embeds in questions recalling information. Students are told to store knowledge in their mind and whenever the teachers call, students are able to remember of the particular knowledge itself.

In relation to the language teaching practice, the discussion of terms and meanings often occurs. Teachers ask about particular terms and call students to mention definitions or meanings. It required students to think of the concrete object presented and recognize it correctly. Marzano and Kendall (2007) suggest that it is not only recalling facts that work within remembering, but recognition

also encourages students with concrete information and leads them to memorize it. A series of vocabulary tests, thus, is in the same category as they highlight the meaning of vocabulary and call students to provide its meaning without the context presented before.

Bloom (1956: 39) adds that the behavior expected in this level is very similar to the behavior the students are expected to have during the original learning situation before. Thus, reviewing preceding materials in early sessions of teaching and learning falls into this category.. The teacher explicitly asked about some points with regard to yesterday's meeting and requires students to recall their memory upon materials previously taught.

Teaching grammar rules are also including in this category. Questions related to grammar are focusing on form and Ellis (1997: 79) confirms it by stating that to teach learners grammar declaratively belongs to form-focused instruction. It is considered to promote lower-order thinking. However, there is a notion proposed by Ortega (2009: 114-116) saying that high-frequency experience of the same form could reinforce the formula given. In reference to thinking skills, it indeed belongs to LOTS but facilitates students to acquire a new language input. If students encounter some items repeatedly and in contexts of meaning which are relevant to them, they will extract information that cumulatively leads to generalization from previous experience.

## **2) Understanding**

Understanding level is about constructing meaning from interactional message (Marzano and Kendall, 2007). This is slightly different from the former

taxonomy which only copes with memory without any kinds of texts assigned, but this thinking process required students to meet texts and attempted to understand ideas underlying. It is supported by Bloom's notion (1956: 89) which says that the understanding level is activated when students encounter tasks representing an understanding of literal messages contained in a text.

Students working in this category are "expected to know what is being communicated" (Bloom, 1956: 52). The communication may be in oral or written forms, so that any reading and listening tasks commonly encourage students to work in understanding thinking process. The previous taxonomy which names *comprehension*, is then renamed *understanding* because the former is highly associated with reading only (e.g. reading comprehension), but the use to which it is being put here is the broader one. It is related to a greater variety of communications.

There are 3 types of understanding behavior, which are translation, interpretation, and extrapolation. Translation, as the name suggests, is putting a communication into other language (Bloom, 1956: 52). He adds that the process of giving meaning from one language to another may be determined by the context or may be taken in isolation. In relation to translation questions, students are required to know the meaning of concepts underlying the words they see on the text (Arwood: 125) to be termed as *translation* in understanding category; not merely know the names of the word. It is also supported by Marzano and Kendall (2007) who propose that translation process allows students to understand the ideas underlying.

Furthermore, interpretation deals with comprehension of a communication. More often than not, understanding cognitive domain deals with comprehension of written texts (e.g. descriptive texts, narrative texts, recount texts). That is why this type of understanding is commonly generalized into reading comprehension, while any spoken or written text can actually be interpreted in the same category.

Meanwhile, the last type of understanding tasks is extrapolation. Based on Oxford Advanced Learner's Dictionary (2008), extrapolation means estimating something unknown from facts that are already known. In the teaching and learning context, students are expected to make prediction or determine implications from what are described in the texts. This type of behavior is not going beyond the given text, while application brings from one's experience to the situation (Bloom, 1956: 90). Thus, a further related question rather than that is asked in the text, or prediction of main ideas following a particular paragraph is considered as this behavior.

### **3) Applying**

Applying, coming after understanding taxonomy, deals with using procedure in a given situation. Bloom (1956: 120) urges a belief "*If a student really comprehends something, then he can apply it*". Thus, it is a cognitive domain which actually has a relation with the understandings but slightly involves more complex thinking process than the former. A problem in understanding category calls students to know a part of the text so that students are able to show it when asked to do so, while that in applying category calls students to be able to use it correctly without having to be shown how to use the text, or to use any

given principles in new situation. Comprehension of a text does not certify that students will be able to apply it.

Therefore, the instruction emphasizing on applying something belongs to application domain. After given particular principles, students apply those theories based on the material previously taught. However, to say that it is an application, student's task must be new or containing new elements as compared to the task in which the principle was learned (Bloom, 1956: 125-126). It implies this category is in the extent to which a student has directly benefited from the specific learning situations used, instead of recalling the original situation in which students learned the principles. However, he also highlights that problems which contain clues as to how they should be solved, would not test application of the principles one has taught.

In addition, an unreal problem situation in a classroom practice is also considered to be an application cognitive domain, but this is likely more common and realistic in nature. Marzano and Kendall (2007) propose that the task, in this case, the question, is a process carrying out new elements in a given situation. Thinking processes included in application are dealing with tasks to test the extent to which students has learned to apply the thoery in a practical way. This means that problems should have some relations with the situation which they are expected to apply the rule. It can be concluded that even though a given problem has relation with information previously acquired, it should be novel, even, somewhat fictional. It is in line with what is proposed by Bloom (1956: 125) that

situations in applying level are drawn from material with which the student is not likely to have had contact.

#### **4) Analyzing**

The next taxonomy of learning is analyzing. Bloom (1956: 144) says that it highlights “the breakdown of the materials into its constituent parts and of the relationship of parts.” With regard to language teaching, students working in this type of thinking process has gained fuller comprehension so that they are able to convey meaning even establish conclusions of a communication. Marzano and Kendall (2007) add perspectives about analyzing thinking process with how parts do not only relate one another but also to an overall structure of purpose. It implies that content and form are both considered in analyzing skill.

This category also works in ability of distinguishing something to one another. If there are comparable stuff presented, then the teachers asked students to discriminate one another by telling students to identify each characteristic, it means that teachers encourage students to deal with analyzing skill. It illustrates what is proposed by Bloom (1956: 145) as an analyzing of elements. Some elements presented might be contained in the text and can be recognized then classified. Some are considered as clearly labeled, yet the rest which characteristic is delivered in unstated assumption can only be inferred from an analysis of series of sentences in the text.

The next sublevel of analyzing is analysis of relationship. As the name suggests, it copes with determining connections between a given task and a part of teaching materials, whether it is explicit or implicit. The teacher commonly calls



students to conclude benefits of learning particular materials in a real world, or simply invites them for uttering their views employing integration of previous information and general knowledge. This is then ideally followed by some judgments deriving from their analyses. Bloom (1956: 144) suggests that analysis shades into evaluation. It implies that students should be provided with a good deal of instruction promoting analysis thinking process so that they can be on the right track to evaluation.

### **5) Evaluating**

A higher level of thinking is named evaluating. It relates to putting a particular value on something based on several criteria established (Moore, 2001). He states that this is such a complex thinking process, for which it involves some combination of all other taxonomies: remembering, understanding, applying, and analyzing. It can be concluded that a question dealing with evaluation requires accomplishments of previous taxonomies. It might not be necessarily all of them, yet represents a combination of lower stage of thinking so that accurate judgments are ensured.

When assessing students' ability to compare and evaluate perspectives, teachers would judge whether students made such evaluation well. In the teaching and learning context, the evaluations are often made immediately as standards or criteria are presented. Bloom (1956: 186) highlights this occurrence by stating that students commonly make quick decisions without careful consideration of objects or ideas, thus he provides two different terms to distinguish one to another: *opinion* and *judgment*. Opinions are given at less conscious level and students are

not fully aware of bases on which an individual is forming his/ her evaluation. Meanwhile, judgments are based on relatively adequate considerations, which may be obtained from prior taxonomies. The term ‘judgment’ here highly involves conscious mind to finally arrive putting a value of ideas.

## **6) Creating**

The last and also the highest thinking process in areas of cognitive domain is creating. According to Marzano and Kendall (2007), creating is a process of working with elements and combining them to form a newly-generated pattern. In the same tone, Bloom (1956: 162) states that to create in terms of learning taxonomies is to put elements together to form a coherent and functional whole. Based on the original work of Bloom, this cognitive domain is named *synthesis*. Synthesis is placed prior to evaluation, but again, Kratwohl (2002) revises the taxonomy for educational objectives and made some changes. This domain is modified into *creating* and is put in the last stage, which is coming after the evaluations. However, referring to explanation of thinking process within, the researcher benefits much from Bloom’s.

Creating cognitive domain is divided into three subcategories, which are production of a unique communication, production of a plan or proposed set of operations, and a derivation of a set of abstract relations (Bloom, 1956: 206). Production of a unique communication is about the development of communication in which the writer/ speaker attempts to convey ideas. Production of a plan is the development of a plan of operations in which the plan is required to meet requirements of given tasks, such as ability to propose possible ways

when one encounters some incidents. Bloom (1956: 93) draws attention that the production of the plan constitutes the act of synthesis, while what happens after the production of the plan is another matter. Derivation of a set of abstract relations, which may be the most difficult one, is that the development of a set of abstract link to explain or conclude propositions from basic representations. Dealing with this, Arwood (2011: 102) proposes that a practice of constituting a pattern beyond the here and now in meaningful ways allow for explorations. Thus, it works within the complex level of thinking.

Although creating is placed last in the cognitive domain because it gives a chance for students to go beyond usual tasks such as making sense of the texts, students still need basic related information to deal with tasks reinforcing this stage of thinking. As a matter of fact, students cannot go directly to the highest level, but always need a point to start. As they move from basic to a more complex task, level of thinking is also increasing. The generated structures are indeed new and previously did not exist, but to function as it is, classroom practice should promote fundamental knowledge in former instructions.

In reference to the learning taxonomies above, Kratwohl (2002) highlights that the arrangements of cognitive domains represent hierarchical order of thinking. It can be observed from Figure 2 that the educational behavior is arranged based on simple to complex processes. Problems requiring analyzing or applying are more difficult than problems merely requiring remembering. Then, he classifies thinking skill into 2 types, namely lower-order thinking and higher-order thinking. Those skills are, again, based on expected behavior of students.

Quite frequently, teachers benefit this Bloom's work to assess students' thinking skills in classroom practices.

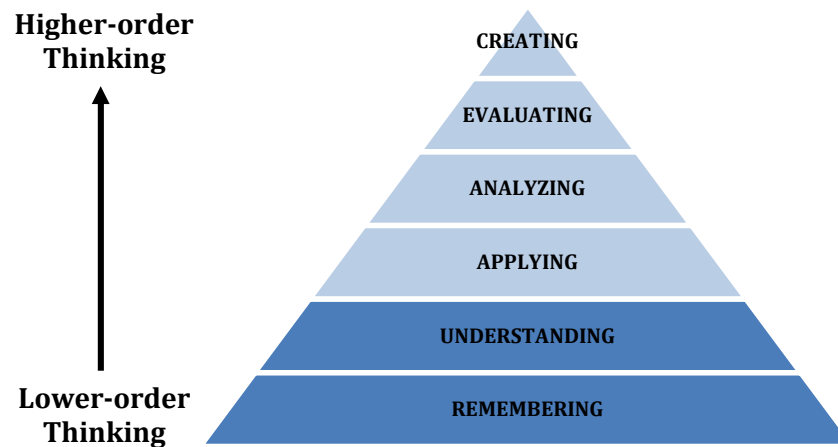


Figure 2. The cognitive domains on distinction of higher-order thinking and lower-order thinking

Bloom in Kratwohl (2002) identifies lower-order thinking Skills (LOTS) into remembering and understanding, while higher-order thinking Skills (HOTS) include applying, analyzing, evaluating, and creating. Teaching pattern or formal structure is insufficient. A higher level of question is instrumental in enhancing students' thinking (Marzano, 1993). HOTS trigger students to activate their knowledge and creatively use them in a novel situation, while understanding knowledge does not certify that the individual possession of knowledge leads them to be able to use it (Bloom, 1956: 69). He adds that investigating verbs can be useful to determine levels of cognitive thinking, but most importantly, it can be determined by intended behavior.

### **c. Thinking and Questions**

As mentioned earlier, teaching and learning process is highly related to the establishment of thinking. There are student and teacher interactions during classroom practices, particularly the transactional one. As Arwood (2011: 102) points out that effective classroom interaction should promote student thinking; this implies that teacher-student talk is required to comprise it within. Not to mention in details, questioning is considered to be exceedingly included in teacher's talk. It is confirmed by Nagappan (2001: 8) who states that the most frequently used classroom techniques of enhancing thinking is questioning.

To shape students' thinking process, the teacher uses questions to abridge from students' lack of knowledge to understanding of knowledge. In fact, it does not go as simple as it is, but also works beyond 'being able to comprehend'. Teachers, aware or unaware, involve various cognitive domains in questioning. They employ a particular level of the thinking process reflected in questions, which means that the more complex questions uttered by teachers, the higher level of thinking students will pose. Thus, teacher questioning has been proposed as important element of teaching thinking skills.

In reference to the level of thinking skills, cognitive domains in Figure 2 above suggest an essential concept. From that figure, it can be observed that the higher the cognitive domains, the more complex level of thinking they are dealing with. However, this is worth to mention that even though the taxonomy is depicted in triangle, as some versions may do so, the numbers of question occurrences reflecting thinking process are not always hierarchical following each

level. Analyzing domain is not represented as the third less appeared, though the lowest and highest domain are frequently depicted as it is.

Taking into account that thinking is asking, it should be reiterated that the types of questions asked represent students' levels of thinking. Questions stated in a classroom practice would reflect what kind of thinking skill is greatly, or hardly, encouraged. Nevertheless, considering that thinking is realized in a series of questions, it should be referred to Bloom's notion (Bloom, 1956: 16) that a particular behavior which is classified in one way at a given time may develop and become integrated with other questions to form the complex one.

#### **4. Teacher Questions in English Classroom Practices**

A teacher is the one who organizes the classroom in a variety of ways to facilitate students becoming actively, not passively, involved in thinking—one of them is giving questions. Questions within teacher talks give impacts on student learning. For some classroom practices, especially for those which still need teacher guidance, it is the teachers' prerogative to direct the course through their utterances, while it is the student responsibility to accept those. It implies that teacher utterances, including teacher questions, take greater portion in language performed during teaching and learning process. In reference to this, Nagappan (2001: 7) states that through the power of language use, the quality of students' thoughts can be improved.

Questions in classroom practices are often presented in follow-up moves. By asking a series of questions, students' cognition about particular concept becomes larger and closer, which forms a cognitive schema in students' mind

(Ellis, 1997). The richer the cognitive schema in students' mind, the more sufficient concepts they have. It is better than giving a single question which only ends as the student provides response toward a particular problem because it may not be the type of questions asked, in many instances, that determine the quantity and quality of students answer, but how the teacher response to the student answer.

Moore and Hansen (2012) clarify that empirical questions may call for a quite a lot of thinking but the answer could be usually a single correct answer. The single correct accepted answers may not entail higher-order of thinking since the question and answer end as one particular response is performed. Related to this fact, Good and Brophy (2003) in Husin (2006) say that the teacher lowers the level of the question by accepting only one answer for each question. This linguistic feature in students' answer signifies that the question does not require complex thinking process so that the responses produced are not necessarily longer and syntactically more complex. It gives an insight that question and answer sequences should also be regarded as a whole since they probably depict a certain fact in relation to teacher's attempt in promoting thinking skills.

Furthermore, thinking becomes an important issue in language classroom context. The focus on language for literacy should be on conceptual development (Arwood, 2011: 102), in which transformation of meaning and ideas are promoted. She continues with a notion that learning concept differs to learning patterns but they relate in terms of how learning concept can develop more surface structure while teaching surface structure does not develop concepts. Lower-order

thinking questions deal with recalling information and constructing meaning of texts, while the higher copes with transformation of information and ideas. She outlines that language encouraging students to talk about ideas does not only affect increased language structure, but also cognitive expectations. As the cognitive function increases, so does a person's ability to use language as a tool for acquiring more layers in conceptual development. In this way, an increase in conceptual development increases cognitive ability. To mention further implication in language teaching, it develops students' ability to use language as a communication device, not just merely memorizing language patterns. In other words, proper questions facilitate students, afterward, to become proficient in the target language.

## **5. Previous studies**

Related to analyzing questions in educational setting, there have been many researchers analyzing it, but the perspectives viewing the term 'question' are varied in findings. There is a study conducted by Maftoon and Rezaee (2013: 107-128) entitled *Investigating Classroom Discourse: A Case Study of An Iranian Communicative EFL Classroom* which aims to investigate questions based on the complexity of the responses. They are display questions and referential questions. In their study, they find that 57% of teachers' questions are questions which only call for one correct answer (display questions) and the rest is a category of questions of which it allows more than one correct answer (referential).

Another research focusing on questions was carried out by Faruji (2011). She has done a slightly different research of teachers' questions. She investigates



types of questions and determines the frequency of utterances in 9 x 45 minutes sessions of instructions. Her study is entitled *Discourse Analysis of Questions in Teacher Talk* and uses the types of questions proposed by Moore (2001). It examines utterances as a basic unit of count and analyzes its meaning. Then, she organizes them into factual, empirical, evaluative, or productive questions. Factual questions are found 68 times (52.71%), empirical questions appear 8 times (6.20%), evaluative questions appear 35 times (27.13%), and productive questions are found 18 (13.95%).

The limitation of this study falls into minimum corpora which only include 129 questions for total occurrences so that the pattern resulted from the study is quite questionable. Also, it does not provide any explanation regarding to the significance of teacher's posing a particular types of questions. She classified questions based on the type and clarified examples of the question types without deeply analyzing what is beyond the calculation of each category.

Compared to the two studies, this research differs in some ways. The questions are seen in terms of its meaning by taking into account the intended behavior signified by student responses. It provides a framework in classifying stated questions. This is different from the first study which investigates questions based on the length of responses and is likely practically analyzed rather than deeply described. This research is quite different from the latter study that ends with a conclusion on frequency of particular types of questions. In this study, investigating questions does not stop on types of questions, but attempts to examine the thinking process signified by cognitive domains within. Contexts are

included in interpreting questions to provide a more comprehensive result of analyzing teachers' questions in promoting thinking skill.

## **B. Conceptual Framework**

This research aims to investigate questions uttered by English teachers in promoting thinking skills. The investigation was done by looking at the questions and considering context, in which the teacher states them. By analyzing those, the researcher would know types of uttered questions. It reflects realities about teachers' attempts of promoting thinking skill— whether it encourages higher-order thinking or lower-order thinking, and describe teacher questioning strategies in classroom practice.

The research was carried out through several steps. The initial step was collecting teacher's questions and dividing them into utterances unit. Raw data were transferred into a table and analyzed carefully reveal type of questions and cognitive domains. It was used to describe what level of thinking is promoted through teachers' questions. The researcher counted the frequency of data and considered contexts to facilitate interpretation of the data. The result was shown in the form of numbers and percentages to explain phenomena. Then, the researcher identified what is meant by the result.

### **CHAPTER III**

#### **RESEARCH METHODS**

This chapter comprises the research methods applied in conducting the research. It clarifies the type of research, the instrument used in the research, the subjects of the research, and the setting of the research. Furthermore, it also comprises techniques of data collection and techniques of data analysis. Finally, this chapter provides the information of the data triangulation.

##### **A. Type of Research**

This study emphasized on describing and analyzing a topic of the study in a textual description, thus it belongs to descriptive qualitative research. However, the researcher employed both qualitative and quantitative approaches. Quantitative approach is applied to reveal occurrences of the data classified in particular categories, while qualitative approach is applied to deeply describe the phenomena under the study. On top of these, qualitative approach played more important role in the research.

Qualitative research aims to create understanding from data as the analysis process (Lodico, Spaulding, and Voegtle; 2010). To mention another characteristic of qualitative research, Guba and Lincoln (1981) state that a qualitative study is also called naturalistic because the events, which he/ she is interested in, naturally occur, and the data are gathered by people engaging in natural behavior such as talking, visiting, and looking. Vanderstoep and Johnston (2009: 7) add that qualitative research produces narrative or textual

descriptions of the phenomena under the study. Obtaining rich and in-depth information is what distinguishes quantitative research and qualitative research.

In this study, the researcher analyzed the teachers' questions of English classroom communicative practices at SMP N 8 Yogyakarta to identify types of questions were used by two teachers and how they employ strategies in giving questions. Questions uttered by the teachers are considered as language use in a classroom. Teachers' questions are examined and noted down in verbal analysis as textual descriptions. In this way, the research is considered as qualitative research.

Furthermore, this research employed a quantitative approach as well. According to Litosseliti (2010: 52), quantitative approach focuses on "how much/ how many there is/ are of a particular characteristic or item." It implies that the findings of the research can accurately reflect the population so it is able to be generalized. In this study, the numerical data were provided to present the occurrence of question types in accordance with theories of thinking skills. It was used to support the description and explanation, which were resulted from verbal analysis. Therefore, the research is mentioned to employ quantitative approach.

Finally, the researcher also noticed the context in which the questions performed. Lodico, Spaulding, and Voegtle (2010: 146) say that qualitative research includes the context to provide deeper understanding of the social phenomena. Based on Nunan (1993), context is the situation applied to a particular discourse. In this study, the researcher included contexts to differentiate questions from other utterances and to analyze types of the questions carefully. It

is also useful to determine cognitive domains embedded in each type of questions to reveal what level of thinking promoted through questions in classroom practices.

### **B. Forms, Sources, and Contexts of Data**

The forms of data in this research were utterances. The utterances are teachers' questions which are included in English classroom communicative practices. The source of data was taken from spoken language in teachers' questions produced by two English teachers in 22 sessions of English teaching and learning at SMP N 8 Yogyakarta. The context of data was teachers' questions uttered in English classrooms in 8<sup>th</sup> grade, which are VIII.1 – VIII.10.

### **C. Settings of Research**

The research was conducted at SMP N 8 Yogyakarta. It is located in Terban, Yogyakarta. This school is considered as a qualified school, particularly in academic aspects. The English teachers frequently use English instruction during their classroom practices. This research was conducted within two months, from January to February, 2015.

### **D. Subjects of Research**

The subjects of this research were two English teachers of 8<sup>th</sup> grade at SMP N 8 Yogyakarta. Selected participants in a qualitative study are called purposeful sampling rather than random sampling (Lodico, Spaulding, and Voegtler; 2010: 163) in which the subjects of the research are those who are best able to provide useful information to the study. The teachers have different backgrounds of education and experiences in teaching. In classroom communicative practices,

teachers produce utterances in order to facilitate students to learn. In this case, the teachers gave questions to their students as they guided learning activities and involved in material discussions.

#### **E. Instruments of Research**

The key instrument of this research was the researcher herself. The researcher in this study had her roles in all of the activities of the study: selecting the source of data, collecting the data, analyzing the data collected, and describing the findings of the research.

Based on Chaika (1982), the researcher has to place him/herself to either participant or non-participant observation. Similar to her, Lodico Spaulding, and Voegtle (2010: 161) suggest that the qualitative researcher to involve in active participation or observations. In this study, the researcher belongs to non-participant observation who was just recording without taking a part in the actions observed. The researcher took notes and analyzed what was heard based on the audio-taped data.

Besides, a data sheet was also needed as the secondary instrument of the research. This dealt with the first research question as it revealed what types of questions that English teachers use in classroom practices. The form of a data sheet is presented as follows.

Table 1. The Form of Data Sheet of the Types of Questions and Cognitive Domains Embedded in Teachers' Questions Performed in Classroom Practices

Code	Data	Types of Questions				Cognitive Domains						Context
		FA	EM	EV	PR	RE	UN	AP	AN	EV	CR	

**Notes:**

**Types of Questions**

FA : Factual

EM : Empirical

EV : Evaluative

PR : Productive

**Cognitive Domains**

RE : Remembering

UN : Understanding

AP : Applying

AN : Analyzing

EV : Evaluating

CR : Creating

## F. Techniques of Data Collection

In collecting the data in this research, the researcher acted as the collector of the data. Moleong (2002: 19) states that a qualitative researcher takes a role as the designer, data collector, data analyst, data interpreter, and the reporter of the research findings. The researcher collected the data from teachers' questions during 22 sessions of the English teaching and learning process in 8<sup>th</sup> grades at SMP N 8 Yogyakarta.

The data were collected by observing classrooms using tape-recorder. In this case, the researcher had the option to adapt data collection techniques depending on the situation. If there were something unclear included in the recordings, the

researcher got the teachers to elaborate on the things that were not clear. Furthermore, the process of data collection followed some steps as below.

1. Recording teacher and student talks during English classroom practices of eighth grades at SMP N 8 Yogyakarta
2. Transcribing the audio-taped data
3. Taking notes of the data
4. Identifying teachers' questions performed in teacher talks
5. Transferring data into a data sheet

#### **G. Techniques of Data Analysis**

The data analysis technique in qualitative research is inductive process (Lodico, Spaulding, and Voegtler, 2010: 175). It means that numerous small pieces of data are gradually combined or related to form broader, more general descriptions, and conclusions. This process of analysis is aimed at providing understanding of particular phenomena. In reference to this, though, data analysis and interpretation in this study are continuous throughout the study.

In the data analysis, a content analysis was applied to find out types of teachers' questions uttered in classroom practices. Given (2008) says that content analysis is a logical process of classifying qualitative data into a group of particular conceptual classification to analyze the pattern. The questions were classified into types of questions proposed by Moore (2001) and cognitive domains proposed by Bloom (1956) which are revised by Krathwohl (2002). To do so, the researcher did not only see a question as a single utterance, but considered the context as well as previous and subsequent utterances in teacher



talks. Thus, this kind of analysis technique is believed as the proper methodology to carefully analyze these data. This study focused on analyzing the types of teacher questions in reference to promoting particular levels of thinking skills and highlighted how the teachers employ strategies in giving students questions.

Considering all above, in this research, the procedures of the data analysis were as follows:

### 1. Identifying

To start the analysis, firstly, the researcher read all teacher talks which have been transcribed. Then, the researcher identified teachers' questions performed during English classroom practices and selected them as the research data. The researcher only provided a data sheet which was divided into two major categories namely types of questions and cognitive domains. All the data found were classified into each group. Similar utterances were counted as many as they performed in the data.

### 2. Coding

After the researcher was done on identifying the data, the researcher presented the data in codes. Coding can be used to label information contained in the data (Lodico; Spaulding; Voegtle, 2010: 183). It also helped the researcher to review the data at some stages in data analysis process. The coding system is presented as follows.

e.g. D-025/M-II/NQ-004/FA/RE

Note: D-025	: Number of occurrences in the data
M-II	: Number of meetings
NQ-004	: Number of questions performed in a particular meeting

FA : Factual question (type of questions)  
 RE : Remembering (cognitive domains)

### 3. Interpreting

The researcher interpreted the data in order to answer the research questions. Field notes, data transcriptions, and data sheets were needed in this step of interpreting data. English teachers' questions were classified based on the types of questions and also identified based on the cognitive domains.

### 4. Discussing

In this step, in-depth analysis of the interpreting data was carried out. English teachers' questions were analyzed to reveal what types of questions in reference to thinking skill promoted by the English teachers. The researcher discussed the result of data interpretation and applied trustworthiness of the data by asking other researchers to check the data in order to support the data analysis. Then, the result of the discussion was presented in the conclusion.

### 5. Concluding

This was the last step in the research. The researcher drew the conclusions of the research based on the findings.

## H. Trustworthiness of Data

To deal with the trustworthiness, the researcher read and reread the data before doing in-depth analysis. The research also examined data collection as well as data analysis by matching research questions with the results of research findings.

As it is stated in Lodico, Spaulding, and Voegtle (2010), qualitative research typically includes more than one data collection technique or use the same technique at different times to validate things. These different data sources were compared with one another in a process called triangulation.

The researcher of this research used investigator triangulation. As it is mentioned by Litosseliti (2010: 34), it is the involvement of more than one researcher to analyse the data. The investigator examines the findings of the research attained by the researcher. It is achieved through comparing a data sheet as the results of data transcriptions which have been analyzed. Similar results obtained by other researchers allow 'confident interpretation' toward the research findings. Here, the researcher conducted the triangulation with the researcher who has ever conducted a study dealing with the analysis similar to this study. Finally, the results of the triangulated data findings have been discussed and consulted with the advisor.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

This chapter comprises two sections, findings and discussions. The first section presents the findings of the research in the tables. Then, it is followed by brief explanations of the findings. In the second section, discussions of the research are presented. Each is presented below.

#### **A. Findings**

The researcher analyzes audio-taped recordings to investigate questions performed by 2 English teachers of SMP N 8 Yogyakarta. The observed English classrooms include 22 meetings with 2 x 40 minutes for each. From all questions performed by the teachers, it is found that factual questions outnumber other types of questions.

##### **1. The data findings of question types in English classroom practices**

The following table shows the data related to the number of occurrences of question types.

Table 2. The Types of Questions Performed by English Teachers

<b>No.</b>	<b>Types of questions</b>	<b>Occurrences</b>	<b>Percentage</b>
1.	Factual questions	889	79.84 %
2.	Empirical questions	153	13.76 %
3.	Evaluative questions	45	4.05 %
4.	Productive questions	25	2.25 %
Total		1112	100 %

As it is shown in the table, there are 1112 questions performed by the teachers. All 4 types of questions appeared. Factual questions are the most frequent questions, which appear 889 times. Empirical questions appear 153 times, evaluative questions appear 45 times and productive questions appear only 25 times.

The findings of the types of questions above imply that the questions used in a classroom are mainly aimed at focusing on form, recalling facts, and understanding the texts. Factual questions, as a dominant category appeared, signify that the classroom practices employ form-focused teaching and this is the nature how learning goes within behaviorism, rather than constructivism. This kind of instruction is considered contributing little impact on acquisition. Other types of questions which elicit students' responses on applying, integrating, assessing, problem solving are less performed while they call students to conceptualize knowledge. It can be inferred that teachers' questions do not empower students with complex thinking but information retrieval instead.

However, in reference to the pattern of teacher giving questions for students, it is useful to look at the taxonomies of learning. It deals with classifying questions of what cognitive process employed during the classroom interaction. A type of questions can have different categories of cognitive processes.

## 2. The data findings of cognitive domains embedded in teachers' questions

The following table shows the data related to the number of occurrences of cognitive domains employed in teachers' questions.

Table 3. The Cognitive Domains Employed in Teachers' Questions

No.	Cognitive domains	Occurences	Percentage
1.	Remembering	498	44.79 %
2.	Understanding	391	35.16 %
3.	Applying	49	4.41 %
4.	Analyzing	105	9.44 %
5.	Evaluating	45	4.05 %
6.	Creating	25	2.25 %
Total		1112	100 %

Table 3 shows that questions with *remembering* category fall the first rank which appear is 498 times (44.79%). *Creating* category, on the contrary, ranks the least with 25 times (2.25%). *Understanding* category, which is slightly more complex than *remembering*, occurs 391 times (35.16%). Then, empirical questions which include *applying* and *analyzing* categories also varied in number of occurrences. *Analyzing* category appears in 105 questions (9.44%), while *applying* category, which is less complex than that belonging to empirical questions, occur 49 times (4.41%). It is quite similar to the occurrences of questions in *evaluating* dimension, which appear 45 times (4.05%).

Cognitive domains embedded in teachers' questions lead to the understanding of how the teachers promote thinking skills in a communicative classroom interaction. Questions performed by the teachers lead students to process those utterances by employing either lower-order thinking or higher-order thinking to elicit their responses.

*Remembering* and *understanding* domains fall into lower-order thinking skills (LOTS), while *applying*, *analyzing*, *evaluating*, and *creating* belong to higher-order thinking skills (HOTS). From the table above, lower-order questions

are dominating all types of questions, which appears 899 of 1112 questions. Higher-order questions were only performed 223 times. In other words, the questions do not develop students' reasoning and problem solving, but focus on form instead. A teacher-centred instruction is applied in classroom practices and thus does not develop students' thinking skill. To understand more deeply how this different level of questions is performed, it is necessary to explain types of questions one by one.

## **B. Discussions**

In this section, the findings are discussed more comprehensively. Some examples of questions promoting various levels of thinking are provided to give a more in-depth explanation of the phenomena. Based on the objectives of this research, there are two parts of discussion: types of questions and questioning strategies. The first discussion gives an in-depth explanation of the types of teachers' questions performed as follows.

### **1. Types of Questions**

#### **a. Factual questions**

Factual questions require students to simply recall information. Teachers frequently ask this type of questions to reinforce students' memory of what has been learnt before. Students, then, process those utterances by matching facts and basic knowledge exist in their mind to produce a response toward the questions. Even though it involves a cognitive process to deal with, this type of questions merely calls for a single correct answer. It can be inferred that it only includes lower-order thinking. Based on the findings above, factual questions appear 889

times. This does not only dominate but almost covers up the occurrences of other types of questions; which is 79.84% of the total questions performed. It shows that most of teachers' questions cope with lower-order thinking.

To find out deeper how factual questions promote lower-order thinking, an analysis is needed to investigate each cognitive domain involved in processing those questions. In a factual type, there are two cognitive processes included. They are *remembering* and *understanding*. *Remembering* is a category of questions in which students are required to merely retrieve relevant knowledge from their memory. *Understanding* questions are questions which construct meaning from interactional text.

The question *What is a fairy godmother?* is considered less complex than *What was the character of a fairy godmother in Cinderella?*. The former belongs to *remembering* category and the latter is an example of *understanding* questions. The less complex a question utters, the less complex thinking process involved in processing those questions to bring out responses. Based on the findings, remembering questions are performed 498 of 1112, or in other words, nearly a half of total questions uttered. Therefore, it can be concluded that the lower-order thinking questions dominate whole teachers' questions performed in classroom practices.

Some utterances representing *remembering* category is seen from the word unit and the unit beyond the sentence. The syntactic form signifies a type of questions by exploring key words in those questions. Investigating verbs used in a question can be useful to determine levels of cognitive thinking. Furthermore, the



question is also investigated in terms of its context. Questions with determined words are easier to identify, while the questions without certain verbs skewing on particular types of questions require further consideration.

(4: 1) T : ... No no no, last meeting. It's about action ... action verb and mind verb. Action verb and state verb. Oh sorry, action verb and mind verb. State verb or mind verb ... Okay, without opening the book, what is action verb? *Bahasa inggrisnya apa?* ('What is it in English?') Ok, what is an action verb? **Who still remember?** Action, action verb.

S<sub>1</sub> : Verb action ...

T : Verb action. what's an action verb? Who still remember, please.  
(D-540/ M-XI/ NQ-057/FA/RE)

(4: 2) T : Hot cheese? Freeze, steal, stole, okay stole. Ring, swim, tetoot! *Tadi kan sudah to swim, berarti dia kalah* ('The word swim has been mentioned, so he's lost.') -5... It is an example, not yet a game. Mention things, sorry, mention verbs related to sport.

S<sub>8</sub> : Throw..

S<sub>9</sub> : Shoot!

T : Come on.

S<sub>10</sub> : One, two, smash!

S<sub>11</sub> : Service..

S<sub>12</sub> : Swim

S<sub>13</sub> : Play

S<sub>14</sub> : Run

T : Winner! Okay, next. **Can you mention things at traditional market?**

S<sub>15</sub> : Fish!

S<sub>16</sub> : Chilli..

(D-837/ M-XIX/NQ-002/ FA/RE)

In the examples above, questions promote lower-order thinking skill. The first extracts is a clear instance of questions processing *remembering* cognitive thinking. The word *remember* leads students to retrieve knowledge that has been taught in the previous meeting and asks for a single correct response about, for example, the definition of 'action verb' discussed the previous day. The word *mention* in the last extract is also merely requiring students to list the things found in the traditional market by recalling facts upon what exists in the market.

- (4: 3) T : Thin! *Satu suku kata...* ('One syllable')  
 S<sub>2</sub> : Beautifuller...  
 T : ***Berapa suku kata, beautiful? ('How many syllables does The word 'beautiful' have?') 3 suku kata (3 syllables).***  
*Naah bagaimana dengan yang lebih, dengan 3 suku kata?*  
 ('So, how about the words consisting 3 syllables?')  
 St : More...  
 T : *Yes, untuk yang 2 suku kata, ada yang pake -er, tambahi -er, ada yang pake more.* ('Yes, for those consist of two syllables, some requiring additional -er and the rest use more')

(D-725 /M-XIII/NQ-041/FA/RE)

Furthermore, the question *How many syllables does the word 'beautiful' have?* employs the same level of cognitive thinking, even though there is no key word presented in those questions. The first extract does not pose questions to prompt but directly asks for the answer. On the other hand, the teacher talk is a powerful classroom tool to convey and construct meaning. It implies that as a part of teacher talk, teacher questions have the same role in developing students' thinking pattern. Asking for the answer does not guarantee that the question functions as it is supposed to be. The questions are indeed answered, but students are not provided the chance to conceptualize knowledge within. Lastly, the extract leads students to count syllables in *beautiful* and calls for a single accepted answer, that is *three syllables*.

Factual questions performed mostly relate to asking for answers in exercises, homework, and a series of tests. From the observation, there are some sessions in which teachers told students to do exercises either in textbooks or in worksheets.

- (4: 4) T : Plants the vegetables?  
 S<sub>9</sub> : Vegetables ...  
 T : Okay ... thank you. Task 13. **What's the number one?**  
 St : Brother  
 T : Ya, brother. Number 2?  
 St : Garage  
 (D-827/ M-XVIII/NQ-013/FA/RE)

- (4: 5) T : Andi and Mira's ruler ... This is what she is saying.  
 St : Andi's ruler is ...  
 T : Yaa, Andi's ruler is ... longer than Mira's. Mira's ruler is shorter than Andy's. Task 10! Number 1, student number 1!  
**Who's number one?**  
 St : ... because Lord of the Ring is more interesting than HP.  
 T : Yes, Lord of the Ring is more interesting than Harry Potter.  
 (D-1002/M-XX/NQ-022/FA/RE)

Extract (4: 4) functions to get students' responses upon the question provided. The rest extract is quite problematic. If the question was seen dependently, it may belong to a *remembering* category, indeed, but was not considered as an academic question. It seems to ask for who is the learner having a student number mentioned. However, it is important to note that it is tightly associated with the context in a question within teacher talks. The researcher benefited the context and found that what was intended by the teacher is not to know the name by questioning student number, but inviting students to answer the questions. The student who has responsibility to answer is the one whose student number is mentioned by the teacher.

In inviting students' responses, teachers employed various structures. A single word, even, may represent a particular type of questions.

- (4: 6) T : Let's check your answer. Is it easy or hard?  
 S<sub>3</sub> : Easy...  
 T : Easy, good. Question number 1. Who wants to answer the question for question number 1? Raise your hand, please. Oh come on, yes. <PAUSE> Right, okay. Do you have the same answer? **Number 2? Who wants to give the answer number 2?** Yes please, come on. <PAUSE> Informing the students to

meet their parents. Do you have the same answers as him?

St : Nooooo...

(D-406/M-VIII/NQ-031/FA/RE)

(4: 7) T : *Latihan 21 dikerjakan, latihan 23, ulangnya sampe situ... 25...* ('Do task 21, task 23, task 25. These will be included in your exam...')

St : *Dua puluh enam?* ('Twenty six?')

T : *26 nggak usah* ('You do not need to do task 26')...

(Students do the task)

T : Okay, let's check. **Number one.**

St : (The student answers)

T : *Nomor dua* ('Number two')?

St : (The student speaks unclearly)

T : *Apa* ('What')? *Nomor dua siapa?* ('Who's number two?')  
*Soup. Bukan soap, tapi soup* (Soup, it's not soap, but it's soup').

(D-902/M-XVIII/NQ-088/FA/RE)

The question *Number 2?* in extract (4: 6) is considered as a phrase based on its syntactic view but a question based on its discourse view. The question was performed by rising intonation and followed by student's answer toward what is asked in question number 2. It is supported by the next utterance which uses recycled question *Who wants to give the answer number 2?*. *Number 2?* is articulated with rising intonation and it can be illustrated as *Number 2* ↑. Extract (4: 7) is actually having the same function as the former but it differs in terms of intonation. The utterance in extract (4: 7) was pronounced as *Number one* ↓. However, the utterance having falling intonation is not simply considered as a declarative sentence. A question does not necessarily employ raising intonation. It belongs to the declarative question which refers to declarative sentences spoken with, of course, falling intonation, yet containing a function of questioning in nature.

It has something to do with the context of the question performed. That question expected a response since the student produced a single-word utterance as the answer toward the question. Even though the intonation does not inherently carry the function of the question, but in this case, rising tone in the end of an utterance can be considered as asking.

In addition, there are four sessions in which the teacher reviews the mid-term exam. Teachers' questions are mainly asking for students' answers on multiple choices using *remembering* category of questions.

- (4: 8) T : What's wrong? You made many mistakes?  
 S<sub>4</sub> : Yes, Mam...  
 T : It's just an evaluation, we can talk about it later. Unfortunately you cannot revise your score. I don't know, what did you say? Ok, next..yes. B number 23. The key here is D, **and then what it should be? Should be what?** 23, let's see. What makes the writer keep in style when he finally... in what paragraph is that?  
 S<sub>3</sub> : There...

(D-305/M-V/NQ-039/FA/RE)

Extract (4: 8) shows obvious illustration of lower-order question. That interrogative sentence was in English but employed Indonesian structure. Even though the utterance is quite unusual in terms of a syntactical form, this question functions to call for students' answer. It allows learners to simply choose whether A, B, C, or D was considered as the best answer. By looking at the context in teacher talks, this question was uttered by the teacher without any presence of reading text as the initiation and mentioning the key answer instead. When questions are given after the content has been presented and as Nagappan (2001: 11) says, if students are required to construct answers rather than select from among themselves, the benefits tend to be strongest. Extract (4: 9) and (4: 10)

below even further proves that teacher questions used are mainly testing students' lower-order thinking.

- (4: 9) S<sub>3</sub> : Number 14?  
 T : The main idea of paragraph, paragraph 3... 1, 2, 3.. **What's the answer?** It should be C ya. **The answer? The key, the key?**  
 S<sub>3</sub> : A...  
 T : Mm, next. Which number that you feel you should discuss? come on. Done with E? Okay, next. Next package. Next package, please. A, B, C, or D? Come on.  
 (D-275/M-V/NQ-008/FA/RE)

- (4:10) T : Right, then, before we discuss on your test result, listen to me. Which one we want to discuss, A first?  
 S<sub>2</sub> : 18..  
 T : Oh 18. **Can you write fascinating?** F-a-s-c-i-n-a-t-i-n-g..  
 30? Based on the answer: Beta.  
 (D-472/M-IX/NQ-007/FA/RE)

Those kinds of questions are aimed at testing student ability. Though it cannot be considered as 'normal' to have many *remembering* questions here, the choice of using those had the underlying reason to test students instead of explaining to them. Regular classroom practices call for teachers to explain materials and perform varied levels of questions to enrich a discussion so that the students benefit teacher utterances to develop their cognitive thinking. Conversely, the discussion of test answers would not be forced to provide a wide range of teacher constructing meaning since teachers' questions, in this context, are based on the questions in test items.

*Remembering* cognitive processes are embedded in questions recalling information. From the data gained, teachers frequently performed questions asking for present, past, and participle forms of irregular verbs. Those irregular

verbs have mostly been taught in the previous meetings and it implies that by getting those questions, the student employed process of remembering vocabulary he/ she already learnt in the previous meeting.

- (4: 11) T : Naah, next. Number two, *membengkokkan* ('bend').  
*Membengkokkan, apa?* ('What is bend?')  
 St : Bend...  
 T : Bend, b-e-n-d, b-e-n-t, b-e-n-t, next number 3. *Membangun...*  
 ('build') **What is *membangun* ('build')?**  
 St : Build...  
 T : Yeah, build. B-u-i-l....?  
 St : D....

(D-1069/M-XXII/NQ-005/FA/RE)

The question in extract (4: 11) tests students whether they know the present form of *mengirimkan* in English. This kind of teacher questions has something to do with potential activities after the questions performed. Students recited previously acquired vocabulary and they always have the same roles once the similar questions are uttered. Similarly, extract (4: 12) and (4: 13) below also deal with memorizing, yet emphasized on the language pattern. They called for a response upon what is the past and participle form of an irregular verb. Students are given drills to practice the development of patterns without context.

- (4:12) T : Next, number 4. *Memilih.. apa memilih?* ('What is 'choose' in English?')  
 St : Choose...  
 T : Choose, double O. ***Yang kedua?*** ('What is the past form of **choose?**') Chose, *bentuk ketiga?* ('What is the participle form?') Choosen. Next... *kamu salah?* ('You make mistakes?') *Berikutnya, nomor berapa?* ('Next, what number?')  
 S2 : 5 ...  
 S3 : 6...  
 T : *Lima? Nomer lima?* ('Number five?') *Membiarkan.* ('Let') *Apa, membiarkan?* (What is 'let' in English?)

(D-1019/M-XXI/NQ-010/FA/RE)

- (4:13) T : *Apa bedanya mengandung sama melahirkan?* (What's the difference between being pregnant and giving birth?)  
 S2 : *Beda, mister...* (That's different, mister...)  
 T : Ya beda to? (Absolutely different, right?) Yes?  
 St : Beer...  
 T : *Iya, mbacanya bear.* ('Right, it is pronounced as bear') What is the past form? Bore, *iya...* ('yes') **Verb 3?** Born... b-o-r-n...  
 T : Next, number 2.

(D-688/M-XIII/NQ-003/FA/RE)

Pronunciation inquiries, then, often fall into lower-order questions as well. Asking how to pronounce a word, as found in extract (4: 14), only functions to meet the acquired knowledge with the sounds they have been encountered. Wrong pronunciation was treated as the wrong answer and the teacher called students to repair the pronunciation to articulate the correct one.

- (4: 14) T : *Satu benda ('One thing')*, what do you say in English?  
 St : Thing...  
 T : **How do you pronounce berpikir ('think')**?  
 St : Thing...  
 S3 : Think...  
 T : She's the only one pronouncing the word correctly, why can't you do that?  
 St : Think...  
 T : What's the ending sound?  
 St : K..... Oooh...

(D-1104/M-XXII/NQ-040/FA/RE)

The teacher asked students to pronounce the word in vocabulary drilling and there was a student mispronouncing *think* to *thing*. Then, students are demanded to fix the pronunciation by the teacher uttering that pseudo question (*Why can't you do that?*). In a broader view, memorizing sound pattern does not give conceptual development but surface structure. It merely promotes lower-order thinking. Misarticulating sounds does not emphasize the meaning of language yet production of the sound.



In addition, extract (4:11) gives another view of how the lower-order thinking question was presented in English classroom practices. It can be seen through highlighting a different part in the talk.

- (4: 11) T: Naah, next. Number two, *membengkokkan* ('bend').  
*Membengkokkan, apa?* ('What is bend?')  
 St : Bend...  
 T : Bend, b-e-n-d, b-e-n-t, b-e-n-t, next number 3. *Membangun...*  
 ('build') What is *membangun* ('build')?  
 St : Build...  
 T : **Yeah, build. B-u-i-l....?**  
 St : D....
- (D-1070/M-XXII/NQ-006/FA/RE)

The question was provided by the direct hints instead of promoting prior questions to function as a prompt. In this extract, the teacher spelled the word *build* and asked for the spelling of *build*'s past form by giving such a question.

- (4: 15) T : Alright, okay. One topic today is still same. **It's about adjective and, adjective of....?** Comparison. Okay, let me remind you, what is the use of adjective?  
 S<sub>1</sub> : Describe....  
 T : To describe... to describe what?  
 St : Something  
 T : Something, someone, yes, okay. **Adjective can be in the form of....?** *Bentuknya bisa apa saja ya* ('What are the forms of adjective')?  
 S<sub>2</sub> : Size...
- (D-74/M-III/NQ-006/FA/RE)

The nature of giving questions is testing students' knowledge, yet by providing this *filling in the gap* feature, the teacher actually did not only obstruct him/herself from the understanding on what level the student is learning at, but also limit students' thinking indirectly. Why this could happen? Filling in the gap feature provides a clear clue of expected answers and thus it highly guides students to perform a particular answer. The above question already supplied students with the key word and allowed to only think of the rest structure, which became an

effortless job for them. Teachers answered impatiently bit by bit instead of waiting for and listening to students' responses. Thus, 'filling in the gap' structures in questions apparently promote lower-order thinking.

One of the two teachers observed always carried out the vocabulary quiz in every class he came. This activity was maintained as repetitive routines which were held at the beginning of the class. In some sessions, learners were compelled to memorize one right answer and imitate those patterns for oral fluency testing. The point is not that vocabulary quiz was not good, but the focus of the teaching and learning was far beyond that. Learning about the pattern does not always result in the learning of concepts for literacy function, while English classroom practices nowadays are required to manage language functions in order to develop thinking. Classroom language becomes more aware how such exchanges promote or hinder the possibility of meaningful participation that leads to student learning.

The other cognitive process involved in factual questions is understanding. Its occurrence is 391 times (35.16%). The most common *understanding* category varied on the question related to the text.

- (4: 16) T : 24 and... 25. What page is that? Oh it's a report ya? So 24 should be....?  
 S4 : C...  
 T : C... Let's discuss number 24 first, 24 test A. Then, 25 *kenapa dengan 25?* ('What's the matter with number 25?') **The main idea of paragraph 3?** *Siapa yang tadi tanya 25, ayo jawabanmu apa?* (Who asks number 25, what's your answer?')  
 S4 : B...  
 T : 25 B, the key B.

(D-285/M-V/NQ-018/FA/UN)

A typical question in extract (4: 16) is frequently found in reading comprehension. Finding the main idea is a cognitive process that includes

comprehension of the text. Students as a reader used his/her language as a tool to interpret the meaning of ideas on the passage. This thinking process is a bit more complex than the understanding category. In relation to reading text and reading questions, students are required to know the meaning of concepts underlying the words they see on the text and not merely know the names of the word.

- (4: 17) T : So, the team should gather at 2 o'clock. Right, number 9?  
Please answer number 9.  
S<sub>11</sub> : (The student answers)  
T : Basketball shoes and basketball uniform. **So what is the announcement about?** About the basketbal training or uniform? There are 2 answers, it's about basketball training.. and the announcement ask the students to....?  
S<sub>11</sub> : Bring...

(D-421/M-VIII/NQ-046/FA/UN)

The question in extract (4: 17) intends a similar task accomplishment compared to the previous. Other questions resemble this type in the data collected are *What does the text about? What is the notice about?, What are they talking about?*. Students were expected to illustrate what they think best answered those questions. While extract (4: 17) deals with general information within texts, extract (4: 18) employs further interpretation of the text.

- (4: 18) T : Oh 18. Dispatch? *Bisa nebak kan dari situ?* ('Can you guess from the context?')  
St : (Students are mumbling)  
T : *Terus, nomor 50.* ('Then, number fifty.') **Text apa ini? ('What text is it?')**  
S<sub>1</sub> : Narrative texts...  
T : Narrative ya.. *D kan, D apa C?* ('Is it D or C?') *C-nya kenapa...* ('What's the matter with C?') *Ya memang yang menyelenggarakan itu..* ('It is indeed held by them') Okay, it's not good option actually.

(D-469/M-IX/NQ-004/FA/UN)

Students could only answer this question by examining language features of the passage and its generic structure as well. Even though the question ‘*What text is it?*’ makes use of interpretation skills, it only accepts one correct answer: one of the genres which matches the characteristics of the text questioned.

Extract (4: 19) asks for specific information in the text. It functions as *understanding* category but coming from listening activities. Similar to reading, listening questions require ability to have enough language to understand the message, in this case, a detailed message.

- (4: 19) T : It’s asking for....?  
 S1 : Place...  
 T : Good. Your answer should be place, right?  
 St : (Students keep silent)  
 T : And then number 4, **why do the students tend to play the gadget?**  
 St : (Students keep silent)  
 T : “Why” asking about what? What is alasan in English?  
 St : Reason...  
 T : Reason, yes...

(D-393/M-VIII/NQ-018/FA/UN)

*Remembering* questions deal with a sound pattern in the vocabulary quiz, while *understanding* questions need more than ability to hear and imitate sound. However, students were directed to listen to the recording (the text) by answering questions with regard to the texts provided and discussing answer of comprehension questions classically. It implies that this question also gives an emphasis on developing LOTS.

Despite its similar level of cognitive thinking between *remembering* and *understanding*, the investigation goes beyond the code. Two sentences may have structures in common but function differently. Still, looking at the context might

help to interpret discourse on a functional level. The following extracts highlight the difference.

- (4: 20) T : *Memakai atau mengenakan* ('Wear'). Yeah, **what's *memakai* atau *menggunakan* ('wear') in English?** Wear, wore, worn.  
 Next, number 8. *Membaca* ('read'), **what's *membaca* ('read')**?  
 St : Read, read, read.  
 T : Similar spelling. Next, number 9. *Bisa atau dapat*. ('Can')  
 Okay, what is it?  
 St : Can, could, could.

(D-702/M-XIII/NQ-017/FA/RE)

- (4: 21) T : Good, okay. Next. What's the... expression of what? To respond to the girl's information. **What does it mean: "Is he?" in Indonesia?** Yeah, *benarkah*.. *Ya*, it can be *benarkah*, or in Javanese could be *mosok? tenane?* Alright, but *tenane*....  
 St : (laugh)  
 T : If you in Bahasa Jawa you say *tenane?* If you pronounce it in a different way, should be different meaning.

(D-14/M-I/NQ-014/FA/UN)

Extract (4: 20) and (4: 21) are teacher questions which deal with translating. The thing is that the process of asking for the word meaning should be carefully considered. The questions in extract (4: 20) were merely asking the present form of the mentioned and actually asked students to translate those words into English. However, students were not given a context in translating those words. From the other utterances, it is found that those questions recall students' memory of acquired vocabulary. There was no initiating talk evoking the English word for *memakai* or *menggunakan* and *membaca*. A series of vocabulary was exposed to provide students with routine drills.

Meanwhile, in the question in extract (4: 21), teachers were talking about the text listened to. There was prior and subsequent discussion instead of simply asking the question itself. A translation process is a result of comprehension of the text which allows students to understand the ideas underlying. *Understanding*

category attempts to know what is being communicated. The question was uttered after the content of the text has been presented and learners were required to provide answer as a translation process of an utterance “Is he?”

The questions which belong to the factual type deal with lower-order of thinking. Those commonly required students to recall information and only accept a single correct answer. In accepting one correct answer, the questions limit the acceptable response and thus it lowers the type of thinking. Grammatical items which are also included in the factual question encourage form. Form-focus signifies that the instruction goes declaratively than naturally and it highly relies on the teacher explanation. Thus, a form-focused teaching mostly implies teacher-centered instruction and further this might affect on limiting students’ thinking. In addition, as the rule of particular grammar points have been understood, it does not determine it results in satisfactory instruction. Only if the students have applied the rule, it is already said useful in classroom practices.

#### **b. Empirical questions**

Empirical questions require students to integrate or analyze given information. In this type of questions, teachers do not only use utterances to deal with information retrieval but also make use of remembered information to produce the answer of questions expressed. Based on the findings above, empirical questions appear 153 times (13.76%). As this type of questions commonly calls students to reach beyond simple memory, it implies that this encourages a higher level of student thinking.

One of the cognitive domains involved in empirical questions is *applying* category. It reaches the number of 49 (4.41%) in its occurrence. Teachers' questions which belong to this level do not only recall previous information attained. The task, in this case the question, is a process carrying out new elements in a given situation. If the situation presented to the students are old ones in which they formerly learned, a behaviour is then classified into factual or a cognitive process of comprehension.

- (4: 22) St : Yes... Have? Okay. Challenging ... is it a verb? Action? What's the Indonesian for challenging?  
 St : *Menantang*...('Challenging')  
 T : Yes?  
 S<sub>9</sub> : *Menantang*... ('Challenging')  
 T : *Menantang*. *Menantang* ('challenging') here, action? *Jadi misalnya kata menantang*, ('So, for example the word challenging') **how can we use the word 'challenging' in a sentence?** *Saya menantangmu untuk bermain catur* ('I challenge you playing chess'): **Is it the use for challenging?**  
 S<sub>4</sub> : No...

(D-579/M-XI/NQ-096/EM/AP)

- (4: 23) T : Acil is the tallest. *Inget kalau yang paling, kita pake kata the. Vino yang paling besar?* ('Remember, to say something is the most something, use the word *the*. Vino is the biggest?')  
 St : Biggest...  
 T : Iya ('Yes'), Vino is the biggest. *Saya sama tingginya dengan Ilham* ('I am as tall as Ilham'). I am....? As tall as....? *Atau* ('or') I am the same height, the same height, h-e-i-g-h-t, as Ilham. Atau I am the same as Ilham, *cuman nggak tahu yang sama apanya* ('the thing is that it does not determine in what term they are similar'). Second one is about the comparative form. We compare two things, ***kalau menentukannya pakai more sama -er itu kata kerja yang terdiri dari 2 suku kata gimana?*** ('How do we know whether we should use 'more' or '-er' for two-syllable words?')  
 St : (Students are discussing with their friends)  
 T : *Nggak ada, nggak ada anunya, nggak ada ketentuannya.* ('There is no rule.')

(D-681/M-XII/NQ-009/EM/AP)

Extract (4: 22) and (4: 23) are examples of application questions which are indicated by the presence of a key word. The verb ‘use’ shows that the question was dealing with applying the mentioned word in a sentence using related principles.

With respect to application items, there are questions which depict imaginary problem situation. The task given to the students could be considered as an ‘application’ test if it is posed in a fictional situation.

- (4: 24) T : Where? At the mall, at the zoo, so maybe your brother is lost. So, you have to give... yes?  
 St : Description?  
 T : Description about your brother. *Jadi itu, saat orang hilang. Saat harus menemukan atau mencari...* (‘So, it is when there are lost people, it is when we’ve got to find people...’) only at the moment? *Atau saat orang hilang?* (‘...or at the time there is someone getting lost?’) ***Kapan lagi ya harus mendeskripsikan? (‘In what circumstances we have to describe?’)***  
 S<sub>12</sub> : Mencari... (Looking for someone...)  
 T : *Saat mencari ... iya, dimana? Mencari orang...* (When looking for someone, right, where? Looking for someone...)  
 S<sub>13</sub> : Di stasiun... (At the train station...)  
 (D-630/M-XI/NQ-147/EM/AP)

- (4:25) T : *Kalau misalnya mencari orang!* (When looking for someone!) That’s good. Good answer, yes, *kalau mencari orang* (‘when looking for someone’). *Bisa memberikan contoh lebih lengkap?* (‘Can you give more examples?’)  
 S<sub>11</sub> : *Dia pake baju merah...* (She wears red shirt.)  
 T : *Oke, baju merah* (‘Okay, red shirt.’). *Dia seorang guru, okay ... jadi, ketika ... apa tadi ... ketika harus menemukan orang...* (She is a teacher, okay, so, when... what’s that? When looking for someone.) *ada orang hilang, bisa nggak to hal ini terjadi? (is it possible to do that when there is someone getting lost?)*  
 St : *Bisa...* (‘It can be...’)  
 (D-626/M-XI/NQ-143/EM/AP)

Two questions above were included in a class session discussing adjectives. The first utterance invited students to think and imagine the moment when they have to describe something. Basically, extract (4: 25) is related to the preceding, but



through the question, the teacher raised one of student's answer and asked for confirmation of all students. This question also encouraged students to think creatively in seeing any possibilities when the thing mentioned happened. It implies that in spite of fictional or unreal ideas given, it has some relations to the situation that students have already known before.

More examples of questions operating on applying cognitive domains can be observed in extract (4: 25).

(4: 25) T : *Kenapa ya di airport, di station, harus ada mencari orang?*  
(‘Why do people look for someone in the airport and in the station?’)

S<sub>11</sub> : *Banyak orang...* (There are so many people...)

T : *Karena orangnya banyak...* (Because there are so many people...Ok, good.

S<sub>12</sub> : (The student speaks unclearly.)

T : Because you have to pick up someone, and, and....? You don’t know yet, okay. ***Jadi harus memberikan apa? (‘So what do you give?’)*** Deskripsi... *ada dua, saat mencari, saat kehilangan.* (Description, there are two occasions: when looking for someone, when someone is lost.) What else? *Kapan kita harus memberikan deskripsi?* (‘When do we have to describe?’)

S<sub>13</sub> : *Memperkenalkan diri...* (‘Introducing one’s self...’)

(D-634/M-XI/NQ-151/EM/AP)

By looking at the preceding and subsequent utterances in extract (4: 25), the question required students to imagine if they had such experience—looking for a person by describing one’s characteristics. This question encouraged them to imagine what they share if they are looking for people.

The use of empirical questions commonly require longer and more syntactically complex responses. However, many of students’ responses, in some cases, varied on single correct and predictable answer.

- (4: 26) T : Dark, yes. OK, what else? Yes? No, no, skin. Still skin. What adjectives that you use?  
 S<sub>14</sub> : Fair...  
 S<sub>5</sub> : Bersih, clean...  
 T : Okay, clean ya ...Okay, what else. **When you want to say that 'Oh kulitnya putih' ('Oh she has bright skin'), can you use white?**  
 S<sub>4</sub> : Darkless...  
 T : So, you can say, she has a fair complexion. *Jadi kulitnya bersih.* ('So it means her skin is bright.') Right, skin. What else? Face? Yes, face...  
 (D-649/M-XI/NQ-166/EM/AP)

Based on that extract, the student gave *Darkless...* as a response toward the teacher's question. Others, even, might have 'Yes' or 'No' response since the teacher employed 'Yes/No' question. Although this utterance tested students' ability to apply a particular word in a new sentence, it did not certify that the response produced was going to be long. The following extract illustrates it.

- (4: 27) T : We learn about comparison and I show you, I show to you: Adit, Wiga, and then Raka..  
 S<sub>5</sub> : Rakan...  
 T : Raka to? Rakann. So, we have for the comparison, actually we have 3 forms: the first one is what we call as positive form, positive form *itu kalau menyatakan hal yang sama* ('It is used for saying similar things'), the second one is comparative. The second form is comparison of the comparative form. We use that if we want to compare two things *kayak tadi* ('as mentioned before'), Rakannn.... and Adit. Now, we are going to look at the first form. It is the positive form, sesuatu yang sama. **How to say something is the same?** In Bahasa Indonesia, it's going easy. *Misalnya, rambutnya Nadin sepanjang rambutnya Alda. Atau Prastowo sama pintarnya dengan Syafa.* ('For example, Nadin's hair is as long as Alda's or Prastowo is as clever as Syafa.') **So, how will you say in English?** Yeah, the same. *Kita pake as bla bla bla as* ('We use as bla bla bla as'), *misalnya* ('for example') Yoma is as big as....?  
 S<sub>4</sub> : Pothok...  
 (D-718/M-XIII/NQ-033/EM/AP)

The researcher benefits from the context to reveal that the question in extract (4: 27) was not in factual category as the teacher has not yet given a material for

students. He just told them about comparative and superlative sentences, meaning that students were not in the middle of recalling memory activities. Unfortunately, while students were dealing with rather higher level of thinking, the expected answer has been predicted, ‘...is similar to...’ or ‘....are the same’ for instance. Empirical questions may call for a quite lot of thinking but one thought out, the answer was usually a single correct answer. This implies that examining questions with regard to thinking pattern could not only be achieved by investigating its syntactical form, but also considering context to reveal what level of thinking that the utterances are working on.

However, it is worth mentioning that not all questions encouraging students to use a particular principle in the sentences are considered application questions. The following extract highlights the difference between the questions in extract (4: 27) above with the questions included in (4: 28).

(4:28) T : Okay, That’s why. W-H-Y ya... That’s why, his room is the cleanest among our room. *Ada yang lain lagi?* (‘Is there another answer?’) Yo, number one! **Ana is 157 cms tall and Arman 157 cms tall, so Arman has the same.....?**

St : Height...

T : Height, the same height. My car is red, my brother car is red. **Our car has the same....?**

St : Color...

(D-766/M-XV/NQ-028/FA/UN)

In the former, the students were required to integrate some previously acquired information to deal with the task given. Conversely, extract (4: 28) which seems to have a similar task, differs in types of question in fact. The utterance is interested not so much in the extent to which the students solve the problem by the use of known information, but rather in the extent to which the student completes a concluding sentence, which were not constructed by the students

themselves, based on two utterances given as a premise. With regard to this situation, problems which within themselves contain clues as to how they should be solved, would not test application of the principles one has taught.

The other cognitive process involved in empirical questions is *analyzing*. The frequency of *analyzing* question is 105 (9.44%). This type of questions relates to higher-order thinking that deals with the use of information, experience, and general knowledge which stimulate students to search alternatives and make inferences.

- (4:29) T : .... Is it the use for challenging?  
 S<sub>4</sub> : No...  
 T : No, so what kind of menantang is it? **Which one, saya Menantang kamu untuk bermain catur nanti sore ('I challenge you playing a chess'), or ... wow, ini tugasnya sangat menantang ('Wow the task is so challenging.'). Which one, challenging here?**  
 S<sub>4</sub> : Tugasnya... (The task...)  
 T : Which one, the first or the second?  
 St : Second...

(D-582/M-XI/NQ-099/EM/AN)

Extract (4: 29) shows a clear function of analysing category since it invited students to investigate two sentences which best use the word '*menantang*'. It happened in a session discussing action and state verbs and the teacher led students to be able to analyze what part of speech the word 'challenging' belongs to based on the given sentences. The question led students to manipulate bits of information previously learned to do so. Unfortunately, there were a few questions encouraging this type of thinking process during classroom practices.

- (4: 30) T : Very good. Five!  
 St&T : This old man, he plays five... He plays knick knack no my hive... With a knick knack paddy whack, gives a dog a bone, this old man comes rolling home..

- T : Great! It's actually should be ten. **What for?** *Lebih mudah, lebih terbiasa mengucapkan apa?* ('It is easier to pronounce....?')
- S<sub>13</sub> : pronounce....?')
- T : *Ucapan...*('Expressions...')
- Ucapan? Dalam bahasa Inggris...*('Expressions... in English...')

(D-139/M-III/NQ-071/EM/AN)

(4: 31) St : Yess...

T : So, based on the picture, the sentence is correct. Right? How about no 2? Please read.

St : Mr Rian's house is as big as Tom.

T : **Okay, match? Does it match with the picture?** Good. Number 3: what about this?

S<sub>9</sub> : (The student answers.)

: Yeah, usually analog TV is bigger. Okay, broader also. Right, no 4? Sandra's hair.....? Is as long as? <PAUSE>The bag is heavier than the wallet, of course. Usually wallet is smaller, but the bag is bigger than the wallet. Alright now let's go to task 7. Please read the instructions for task 7. Alright, let's go

T : to task 7 class. Score: one or two for this? Okay, one point is

St : two, so the total score is?

Ten

(D-179/M-IV/NQ-033/EM/AN)

Extract (4: 30) was syntactically simple but it required students to deal with a more complex level of ability. The utterance was performed after students and the teacher had singing activities. It was a simplification of 'What is singing knick knack song for?' and thus had a discourse function to identify the benefit of singing that kind of song. Students have not been told yet about it and they are required to identify one of the benefits of practising the song.

Some of analysis questions test students' ability in categorizing. In classifying particular structures of a stretch of a language, the students did not merely called for what has been explained but, more often than not, required them to integrate some given information with new information presented.

- (4: 32) T : ... It should be as short as. In general, we can say this shorter  
 St : Short  
 T : Listen up. Okay, if you want to say sama panjangnya (they are similar in length), okay so you have to use this. Actually a bit different from this one, number four. Okay, *Sandra's hair panjangnya, bukan panjang, tapi panjangnya.* (It's the length of Sandra's hair, it's not long, but length') **It is a noun, or an adjective?**  
 St : A noun...  
 T : A noun. So you don't use long, but you use the noun of long.

(D-190/M-IV/NQ-044/EM/AN)

- (4: 33) T : Oh sorry, is it state verb or action verb? Right ... because there's No action ya, it's still here (pointing her head) ya... agree. Alright, write?  
 St : Action ...  
 T : Alright, um... decide! Decide ... you know decide? **Memutuskan... mind or action? ('Decide: mind or action?')**  
 St : Mind ...  
 T : Mind... okay ... feel?  
 St : Mind ...

(D-560/M-XI/NQ-077/EM/AN)

In extract (4: 32), students were previously given a word and were required to decide what part of speech it belongs to by providing a question in forms of alternatives. It was achieved through looking at the use of a particular word in the sentence. In extract (4: 33), the teacher discussed action and state verbs and told students to identify the words. He mentioned a word, which is 'decide', then invited students to guess whether it belongs to an action or state verb.

- (4: 34) T : Action verb? Okay, so "sighted" here almost the same like, almost the same as saw?  
 St : Yes ...  
 T : Yes, is it action or...? Alright. **Pass?**  
 St : (The student answers.)  
 T : Yes... Have? Okay. Challenging ... is it a verb? Action? What's the Indonesian for challenging?  
 St : *Menantang...* ('Challenging...')

(D-574/M-XI/NQ-091/EM/AN)

Extract (4: 33), meanwhile, shared similarities in function with extract (4: 34). Without looking at the context, a single-word utterance above might be identified, either as asking for clarification or asking for translation. However, it was intended to elicit students' response on which category the word 'pass' is, of course, by looking at the sentence on the page. The language structures act like a tool, but the function defines what it means. Thus, functionality of language use not only shows how utterances, or texts, are organized, but also presents how they are related with cognition structure. It also shows that the question within teacher talks is never context-free, and hence never innocent.

Besides, another characteristic of *analyzing* questions is encouraging the the students, to make ideas expressed to more explicit. Some questions performed in classroom practices invited students' to verify their answers in a specified task.

- (4: 35) T : Task 4 number one, *sudah yaa?* (Have you?)  
 St : Belum... ('Not yet...')  
 T : Yes, who could have borrowed the dictionary? Candra could.  
*Yes, kok tahu kira-kira kenapa? ('Yes, how do you know?')*  
 S<sub>7</sub> : Because the paper is on...  
 T : Because the paper, um... the dictionary is on Candra's desk.  
*Jadi mungkin aja Candra pinjem, karena ada di atas mejanya..... Candra.* ('So, Candra maybe borrows the dictionary, because it's on her desk.')

(D-1038/M-XXI/NQ-029/EM/AN)

- (4: 36) T : *Yes, foot. Jangan sampai ketika kamu ulang tahun, gitu kan, temen-temen ta traktir ke WS, Warung Stick. Nggak ada yang mau berangkat.* ('When you have birthday celebration, then you treat your friends at WS: 'Warung Stick'. There's no one's coming.')
- S<sub>3</sub> : Stick (laugh)
- T : *Naah, itu ('this is it'). I just want to motivate you, ya... I just want to tell you to have a good English, you have better English. Pertama kali masuk sini, bahasa Inggrisnya nggak sebagus ini ('Once you come here, your English is not as good as now.')* *Tapi sekarang, sekarang, bahasa Inggrisnya jauh lebih bagus daripada dibanding ketika pertama kali dia masuk*

*sini.* (But then, your English is much better compared to that when you firstly attend junior high school.) ***Kenapa kok bisa seperti itu? ('How come?')***

St : Yaaaaa... Mr. Otnieeel! (laugh)

S<sub>4</sub> : The teacher...

(D-1094/M-XXII/NQ-030/EM/AN)

In extract (4: 35), students previously provided an answer toward the task discussed then the teacher checked where they got the answer by uttering this question. It also works for extract (4: 36) in which he led them to convey the relation between given information and their assumptions. The question functions beyond comprehension level and goes to the conceptual one instead.

Similar to two previous instances, extract (4: 37) has to do with reasoning within selecting a particular response. To look at closer to the context applies for the question above, the following extract is presented.

(4: 37) T : Next.

St : Write, wrote, written.

T : Ok, very good. Your pronunciation is getting better and better. **You know why I ask you, why I always ask, to do this?** Pronounce a word, and then read something and perhaps, one word, for one word you must repeat for sometimes. **You know why?** Many reasons that I want you to have a good English. I want you to have good English. When you, when you communicate with others, the other people will understand what do you mean...

St : (laugh)

S<sub>6</sub> : Steak, stick...

(D-1030/M-XXI/NQ-021/EM/AN)

However, the thing is that the answers presented were not always satisfying. Students did not perform any responses answering those analysis questions with a detailed reasoning, even the students did not do one. The question itself deals with more complex level of thinking and allows more than one possible answer to be considered as correct. As a matter of fact, any explanation may apply for the



learning situation there and how advanced teachers' questions were performed does not always assure the answers—answers provided are not necessarily similar to expected answers, which determine the function of a question.

### c. Evaluative questions

Evaluative questions, as the name suggests, are the questions which lead students to put values or make a kind of judgment based on certain criteria. Students need to consider the criteria in a complex process, which involves some combination of previous taxonomies, before arriving at some judgments. This complex process engages higher-order questions and quite frequently entails some utterances preceding the evaluation one. Based on the findings, evaluation category appears 45 times, or only 4.41 % of total academic questions performed during classroom interaction. It implies that only a few questions cope with higher-order thinking.

*Analyzing* questions, which have been discussed above, are directed to convey meaning or establish a judgment. As the students were told to analyze the contrast between possible answers on the page, they could judge what option should be considered as the correct one. That was achieved by uttering evaluation questions.

- (4: 38) T : Okay, number 16. From the text, we know that... When the question, "From the text, we know that..." it means informasi rinci ('detailed information'). Detail informasi ('Detailed information'). Asking for detailed information...? What's the answer for this kinds of question? You should check one by one. A: dispatch logistics, *itu ada di paragraf berapa ('in what paragraph is it')? Hayo yang dapat, yang mendapat soal itu* (Come on, for those who got this question). On.... in paragraph three. By the way, you know the meaning of dispatch? *Kalau menurut teks ini, yang mana si yang benar, kata dispatch?* ('Based on this text, which is the correct one for the word

dispatch?') Here in this context, which one you choose? Which one you choose? A.. okay. You?

S<sub>2</sub> : Public transportation...

T : Oh, public transportation system, okay okay. **Bener nggak itu? ('Is it correct?')** Yes or No?

St : (Students keep silent)

T : *Paragraf yang menyatakan paragraf yang mana?* ('Which paragraph says so?')

S<sub>2</sub> : One...

T : One.

(D-327/M-VI/NQ-015/EV/EV)

(4: 39) T : In other words.... No, you're still wrong...

S<sub>5</sub> : Tom is young, but John is older than... (laugh)

S<sub>4</sub> : Tom is old. John is older than Tom, but Jean is youngest

St : Yeah

T : **Do you think Tom is old?**

S<sub>4</sub> : Mmm, maybe

T : No, based on the picture, don't say maybe. Okay, so... *Siapa lagi yang nyoba* ('who wants to try')? But the idea is Tom is not old, Tom is young.

(D-260/M-IV/NQ-114/EV/EV)

All questions above have comparable intended behavior, which require students to employ acquired information to put a value of correct or incorrect, such as in extract (4: 38); to put values of someone is old or not, in extract (4: 39); or judgments of the degree to which learning a certain material is beneficial or not, which can also be observed in extract (4: 40) or similarly in extract (4: 41) below.

(4: 40) T : Sudah, itu aja (Is that the only one')? *Anak-anak menggunakan descriptive.. Deskripsi?* (You use descriptive texts.. descriptions about... I heard someone talking ... saat mengidentifikasi (when identifying)...

S<sub>14</sub> : Air Asia ya ('Air Asia, isn't it')?

T : Oh, *saat mengidentifikasi korban* ('when identifying the victims'). So, you have to make a description, or descriptive text, because you have to explain ya, maybe the, *ciri-ciri nya bagaimana. Jadi, ada gunanya nggak, anak-anak, kita belajar teks deskriptif itu* ('so, is there any benefit by learning descriptive text?')

St : Ada... ('Yes')

T : Ada, right ('Yes, right'). Okay, so when you make a descriptive text, so you have to know about this.

(D-640/M-XI/NQ-157/EV/EV)

- (4: 41) T : Let's start the game. Thirty seconds for you to find the name of the ship. Ok, now. <PAUSE> Ready yaa, what team?  
 S<sub>1</sub> : Bawal... (laugh)  
 T : Yaa diinget-inget (Remember), this group.... Greget. Next group? Patrick, ora kreatif blas e ('it's not creative').. Patrick, Greget, Bawal. Ok, now let's start the game. Mention things at hospital. One minute for discussion.

(Students are playing the war ship game)

- T : Ok, now I'd like to ask you. **What do you learn from this game?** Yeah, game is fun? Anyone wants to say their opinion?  
 S<sub>2</sub> : (The student responds)  
 T : *Apa lagi? Ada lagi?* ('What else?')  
 S<sub>3</sub> : *Melatih daya ingat* ('trains memory')!  
 T : *Bisa melatih daya ingat, okay, concentration, hearing (It trains your memory, okay, concentration, hearing). Ada lagi, selain kerjasama?* (Cooperation, what else?)  
 S<sub>4</sub> : Menghormati ('respecting') ...  
 T : Menghormati guru, sopan santun ('respecting teachers, it's about politeness'). If you don't keep silent, you won't hear your friend right?

(D-733/M-XIV/NQ-003/EV/EV)

Based on the findings, there are evaluative questions with less elaborated question and answer sequences. As a result, students performed quick responses which were not based on careful consideration of the various aspects of ideas, activities, alternatives, which were being judged. This sort of question remains in the same category, but more appropriately is termed *opinions* rather than *judgments*. These two following extracts highlight the difference.

- (4: 42) T : Yes, to all directions. What for? To search water. How many general was succeed?  
 St : One...  
 T : Okay yes. It means that three of the general failed. And what did The fourth general find out? Okay, **do you think this is the end of the story?**  
 St : Nooo...  
 T : The first well part 2 and it is the part that you have to complete the text or the story. Part 2, please complete the story.

(D-63/M-I/NQ-063/EV/EV)

- (4: 43) T : Come on, come on, number?  
 S<sub>1</sub> : 16...

- T : Okay, number 16. From the text, we know that... When the question, "From the text, we know that..." it means *informasi rinci. Detail informasi*. Asking for detailed information... What's the answer for this kind of question? You should check one by one. A: dispatch logistics: in which paragraph is that? On... in paragraph 3. By the way, you know the meaning of dispatch? Based on this text, which is the correct one for the word dispatch? Here in this context, which one you choose? Which one you choose? A.. okay. You? Oh, public transportation system, okay okay. **Is it correct?** Yes or No? Which paragraph says so?
- S<sub>2</sub> : One...
- T : One.

(D-327/M-VI/NQ-015/EV/EV)

In the former extract, the evaluation question was uttered directly without asking for questions related to the topic. Previous utterances mainly talked about comprehension of the text and had no links to the justification whether the story has come to an end. Opinions are made at less than fully conscious level and it implies that the students may not be aware of the clues or bases on which they form their judgments. In terms of classification, this type of question is less supported, primarily in classroom practices, since educational procedures are likely to be learnt, instead of acquired.

Meanwhile, the latter extract contains some evaluation questions which are previously based on *understanding*, (*A: dispatch logistics: in which paragraph is that?and Which paragraph says so?*), *remembering* (*By the way, you know the meaning of dispatch?*) and also *analysing* questions (*Here in this context, which one you choose?*). Those discourses facilitate students to recognize a series of criteria so that the utterances "*Is it correct*" or "*Yes or No?*" were already preceded by relatively adequate *remembering*, *understanding*, and *analysing* of the phenomena to be appraised. The issue of consciousness above could be

achieved by breaking down the problem into a series of questions in order to ensure that process of evaluation is reliable. It can be inferred that teacher utterances, primarily teacher questions, are required to be made of a series of multi-faceted questions and answers rather a single question encouraging students to make specific judgments. It has been realized in extract (4.43), yet failed to be included in the former.

Questions in this category were also considered as an advanced level since it accepts more than one possible correct answer. Previous instances which have been mentioned also proved that *evaluating* question calls for students to give opinions or put a particular judgement based on some considerations. However, in point of fact, there are evaluative questions that varied on an alternative form. It implies that the response toward the utterances can be predicted as a particular choice.

- (4: 44) T : Is it enough, class? We hope so, you're bright students. I think it's enough. Alright, let's check the sound first. Oh *ya*, where should you write down your answer?  
 S2 : In the book..  
 T : In the note book. Don't write on that book.

(The teacher is playing the recording)

- T : Let's check your answer. **Is it easy or hard?**  
 S3 : Easy...  
 T : Easy, good. Question number 1. Who wants to answer the question for question number 1? Raise your hand, please. Oh come on, yes.  
 T : Right, okay. Do you have the same answer?

(D-403/M-VIII/NQ-028/EV/EV)

Here, the alternatives are presented to establish a judgment toward something discussed. In extract (4: 45), for instance, the student had previously performed an answer, then the teacher asked for students to decide whether or not it is right or

wrong. Only two alternatives were provided and students, in fact, selected one of them.

- (4: 45) S5 : The light in the living room is lighter.  
 T : The light in the livingroom is lighter, but the same 100 watt.  
 S5 : I mean is as light as...  
 T : But like here, mungkin bukan light yang dimaksud, as bright as...  
 S5 : That is what I mean  
 St : (laugh)  
 T : This is interesting, isn't it? You can say as bright as or shiny as. Okay? More question for number 3? Alright, there is question class, you decide, 'Mam, can I just answer : shine?' Ayo come on. It's not me to decide, you. **If the answer is as shine as, is it right or wrong?**  
 St : **Wrong...**  
 T : Because shine is not an adjective, it is a...?  
 S5 : Noun

(D-203/M-IV/NQ-057/EV/EV)

There was quite elaborated discussion to finally arrive at the evaluation question. It shows that students already had basic information upon which to base their judgements as a result of teacher's question. Nonetheless, students tend to perform a single specific answer '*Wrong...*' which can be predicted from the alternatives provided. Even though it does not always certify that the complex answer determines student's level of thinking, quite frequently longer responses involve complexity and higher-order thinking.

Furthermore, there are questions found in classroom practices which syntactically resemble the evaluation category. Those called for such a judgment of the correct answer. However, it is too simple to be studied from a single perspective that those two questions are similar.

(4:46) T: Okay class, everyone please take a look at... Helloo? okay, tadi di nomor 7, eh 16.1, 16.2 ya answer number 2. Take a look at the answer here. Alright class, please compare these two answers. A and B, read for A. The second one? **Which do you think is correct?**

St : B.....

T : B, Ya... who's spent more time? Tika,, not... Right. Do you understand?

St : Yes...

(D-111/M-III/NQ-043/EV/EV)

(4: 47) T : What does positive sentence like?

St : *Yang as...* ('The sentence which uses *as...*')

T : How many comparative sentences that you wrote?<PAUSE>

Della has the same height as Lala.

If it's translated, *Nadilla dan Alda punya rambut yang sama. Keduanya punya rambut yang sama.* Iya to? ('Nadilla and Alda have the same hair, both are long hair. Isn't it?') What is it supposed to be, Denis? I've told you to make sentences in 1 group. **What's the correct one?** The correct one? Nabilla's hair is as long as....?

St : Alda hair...

(D-799/M-XVII/NQ-009/EM/AP)

Thinking skills are manifested in the given tasks. The explicit one of realization of tasks that can be observed is the question employed. By looking at the context, a question in extract (4: 46) was uttered after there were different answers toward a given task. Here, the utterance was intended to make students analyze those two answers based on previously acquired principles before deciding which one is correct. Extract (4: 47) is not dealing with this type of task. It was uttered after a student read the sentence he made based on observation activities. The teacher found it wrong and asked students to repair the sentence with this utterance. This application question called for a new correct sentence in applying the rule instead of a judgment of which answer is correct.

Extract (4: 48) is even much dissimilar with the evaluations since it only invited for students to mention the answer of a particular number and thus this question is within remembering level.

(4: 48) T : One, so what is the answer? Then, in paragraph 3, is this statement right or not? **Okay, so the correct answer is...?** It's new vocabulary I think.. No more questions for B? Now, go to A, what number?

S3 : 42...

T : 42: What text is it?

(D-333/M-VI/NQ-021/FA/RE)

#### d. Productive questions

The highest level of question is productive category. This relates to the cognitive process of working with elements and combining them to constitute a pattern which is not clearly stated before. A practice of constituting a pattern itself is beyond the here and now in meaningful ways that allows for explorations and thus it can be inferred that productive question works within complex level of thinking. According to the findings, it occurs 25 times or 2.25% and belongs to the last position for the dominance. It shows that classroom practices do not much encourage higher-order thinking questions. Whereas, higher level question is instrumental in enhancing student thinking.

Productive questions cope with creating cognitive domains. There are 3 sub-categories of synthesis, which are production of a unique communication; production of a plan, or proposed set of operations; and a derivation of a set of abstract relations. In this English classroom practices, the most frequent occurrences of the productives are questions eliciting sentence creation. It belongs to the first sub-category. As the effect of the teacher uttering this type of question,



students build upon past experiences creating something that previously did not exist.

- (4: 49) T : I give you for about 25 minutes? Okay, *di buku aja salah satu...*  
 You can go out there. Yak, please go out. Work in pair.  
 T : Please. Adit is taller? *Oh kelihatan ya...* ('Oh it's clear yaa...')  
 Thank you. One, for superlative degree. **Yes, what's your sentence?** Dea is the youngest student in this class. Is it true?  
 S<sub>3</sub> : Yes...  
 T : From his physical appearance? Okay, once more. Superlative degree. *Yak satu aja, bacain.* ('Read one of your sentence.')  
 S<sub>4</sub> : Riza's hair has the same color as.....  
 T : Okay. Good. Thank you, *satu lagi* ('Once more'). This one, comparative degree. Yes...

(D-785/M-XVI/NQ-003/PR/CR)

- (4: 50) T : What is something similar?  
 S<sub>5</sub> : Merk...  
 T : Its brand? Okay, how do you use it in a sentence? **The positive one?** *Brand ya, coba sekarang...* (It's about the brand, so....')  
 S<sub>5</sub> : Dita's phone is the same brand as Shafa's phone..  
 T : Dita's phone is the same brand as Shafa's phone boleh.. *Itu juga bener, tapi lebih jelas yang sama apanya* ('That is correct, it's clearer in what terms they are similar'). Next, comparative degree. Student number 30.

(D-811/M-XVII/NQ-021/PR/CR)

Extract (4: 49) above has a clear function to have a student make or, in this case, read the sentence they have created, that is actually also the same thing. This question does not have single correct answer and may be difficult to predict the one since the possible answers are varied. Extract (4.50) is also operating in the same area with the previous utterance. While the former elicits a superlative sentence, the latter asked students to make the positive sentence instead. Though both questions prompt students to go beyond the simple recall of acquired knowledge, students still need basic related information to be able to answer those.

This study takes a whole utterance, even considers preceding and subsequent utterances as one unit and cannot be separated. It is useful to examine questions as in extract (4: 51).

- (4: 51) T : Okay, next ... student number ... towel!  
 S<sub>14</sub> : I dried my towel.  
 T : *Yang lain boleh* ('Others may try'). **Towel?**  
 S<sub>15</sub> : I use my towel.  
 T : *Selesai? Iya kan.* (It is done, isn't it?) Come on, who else? Hanif, you can, don't be nervous.  
 S<sub>1</sub> : Arya steal the towel in Indomaret.  
 T : *Mengapa tidak?* ('Why not?') Arya steal the towel in Indomaret.  
 (D-925/M-XVIII/NQ-111/PR/CR)

If it is seen independently, it might belong to the low question level, but in fact it does not. Extract (4:51) elicits neither the translation activity nor the confirmation one. This question invited students' responses in the form of a sentence using the word 'towel'.

- (4: 52) T : .... Okay, what do you think guys?  
 St : Not bigger...  
 T : Not bigger, so what?  
 St : Younger...  
 T : Taller? Make the sentences, please. <PAUSE>**Alright, any other idea?** To make sentence of the picture. Let's see. John is younger than Jean. But, Tom is the youngest.  
 <PAUSE> Jean is the girl or the boy?  
 St : Girl...  
 (D-255/M-IV/NQ-109/PR/CR)

Extract (4: 52) also works within productive category. The phrase 'any other idea' above was intended to have ideas other than previously mentioned. By looking at the previous utterances, the word 'idea' required here was in the form of a sentence created by students. There was a given picture showed in a presentation slide and students were required to create sentences based on the picture. Here, the teacher encouraged other students to make different sentences.

Language encouraging students to talk about ideas does not only affect increased language structure, but also cognitive expectation.

A more complex language employed is a question increases HOTS. As language gets complex, so does a person's ability to use language as a tool for acquiring more layers of conceptual development. In this way, an increase in conceptual development increases cognitive ability. Then again, number of productive questions is less encouraged in classroom practices. In other words, the use of language for learning has not yet facilitated students to arrive at advanced level of thinking.

Furthermore, there are productive questions which function beyond the sentence creation. One of useful verbs in creating process is *imagine* and thus some questions requiring imaginations and asking to develop unique ideas are part of the productives.

(4:53) T : For example, when meeting teacher, and then speaking with the headmaster, is it different or not? While I speak with my friend. Beda ya... Okay, that's the function of communication, class. So you have to know the difference speak between friends, between someone older, then you meet someone in different rank with you. You know what I mean?

St : (Students keep silent)

T : Start with, "would you..." or "Could you..." *misalnya begini, "saya ingin mewawancarai Bapak, Bisakan anda memberi apa..* ('For example, "I want to interview you, sir, could you..." what is it?') ***Kalo mau wawancara berarti memberi apa? ('If you are***

St : **going to have an interview, what will people give?')**

T : *Memberi informasi* ('Giving information')...  
*Memberi waktu. Itu bahasanya seperti itu.* ('Giving time, that is what you are going to say.')

(D-267/M-IV/NQ-121/PR/CR)

- (4: 54) T : *Kapan kita harus memberikan deskripsi?* ('When do we have to describe?')
- S<sub>13</sub> : *Memperkenalkan diri...* ('Introducing one's self...')
- T : Saat memperkenalkan diri ('when introducing one's self')... \ Thank you, that's very good answer. ***Kalo memperkenalkan diri kita harus mendeskripsikan atau tidak?*** ('When you introduce myself, do you think that we have to describe ourselves?') So, we have to describe ourselves, when you have to introduce yourself, very good. *Sudah, itu aja* (Is that the only one')? *Anak-anak menggunakan descriptive.. Deskripsi?* (You use descriptive texts.. descriptions about... I heard someone talking ... saat mengidentifikasi (when identifying)...
- S<sub>14</sub> : Air Asia ya ('Air Asia, isn't it')?
- T : Oh, *saat mengidentifikasi korban* ('when identifying the victims').

(D-637/M-XI/NQ-154/PR/CR)

This type of questions works within the second sub-category, which is production of a plan. The teacher gave a particular case for students and required students' attempts at proposing a set of operations. The utterance in extract (4: 53), take it for instance, stimulate students to think of what they are going to share whenever they have interview activities. The plan of '*what they are going to share*' is already the effect of the utterance, not necessarily considering the execution of the plan. The production of the plan constitutes the act of creating, while what happens after the production of the plan is another matter.

In addition, similar structure utterances may have multiple functions. If some sentences are not carefully noticed in context, it is found that the intended behavior of a question would have been slightly different.

- (4:55) St : Small, ring... small golden ring
- T : Small golden ring ya, *bukan* a golden small ring. Okay, *kalau ini, dua tas plastic?* ('How about two plastic bags?')
- St : Plastic bag...
- T : Two plastic bag. **Can you give me another example?**
- S<sub>12</sub> : Three little houses
- T : Three little houses, yeah okay. How about the three little pigs? Have you ever heard the story? The 3 little pigs.

(D-233/M-IV/NQ-087/PR/CR)

- (4:56) St : Numbers..  
 T : Numbers?  
 St : Size  
 T : Size...  
 St : Shape...  
 T : Yes? Feelings, okay. So there are so many adjectives; color, size, and then feelings. and then shape. **Can you give example of size?** Adjective related to size? Naughty, long, tall, shorts, what else?  
 St : Thin  
 T : Ok, thick... shape? Oval.

(D-158/M-IV/NQ-012/FA/UN)

Syntactically, all 2 extracts above include a similar element which asks for examples of the discussed topics. The word ‘example’ here deals with asking for instances, yet varies in different levels of thinking. The bold utterance in extract (4: 55) signifies a productive question since the function of the question itself attempts to construct a new generated phrase reflecting on the principle of adjective order—which was the material being discussed. Besides, extract (4: 56) encourages comprehension category. In the previous meeting, the teacher has talked about the forms of adjective and this question led students to classify what words belong to adjectives of size.

- (4: 57) T : ... No no no, last meeting. It’s about action ... action verb and mind verb. Action verb and state verb. Oh sorry, action verb and mind verb. State verb or mind verb ... Okay, without opening the book, what is action verb? Ok, what is an action verb? who still remember? Action, action verb.  
 S<sub>1</sub> : Verb action ...  
 T : Verb action... what’s an action verb? Who still remember, please. A verb shows action, alright. **Example?** Walk, ya ... write, teach, what else? Oh ya, okay, and... what about state verb? A verb shows, yes. A verb that shows... A state verb, a verb that shows the... come on come on, no not action, mind or what is it state verb? A verb that shows the ... condition of.....?

(D-542/M-XI/NQ-059/FA/RE)

On the other hand, the single utterance ‘Example?’ requires students to retrieve previously acquired information. It can be inferred that this question falls into the factual one. Students were expected to merely mention the example of action verbs which became a topic of previous materials.

Other instances of this typical occurrence also appear in some questions. What was the teacher trying to achieve through language should be carefully considered. Hence, background knowledge of a talk elaborates its context and the context helps interpret meaning of utterances in this study. A wrong perception of the questions uttered might direct to the wrong perception of underlying phenomena in classroom practices.

- (4: 58) T : Taller? Make the sentences, please.  
 S<sub>2</sub> : (The student reads her sentence)  
 T : Alright, any other idea? To make sentence of the picture.  
 Let's see. John is younger than Jean. But, Tom is the youngest. <PAUSE> Jean is the girl or the boy?  
 St : Girl...  
 T : John?  
 St : Boy...  
 T : Tom?  
 St : Boy...  
 T : Okay, in other words, come on, In other words...  
 St : In other words...  
 T : **What do you say?**  
 St : Oh...  
 T : *Eh nanti dulu. Anak anak sudah membuat PR nya. Ibu hanya menyimpulkan.* (Hold on, you have done your homework. I merely concludes it.)  
 St : In other words, Tom is young..

(D-259/M-IV/NQ-113/PR/CR)

- (4: 59) T : 42: What text is it? Alright, the question is... the synonym of guidelines, *iyakan?* (*'isn't it?'*)... it means the underlined words, strict line. What's strict? What do you say strict in Bahasa Indonesia? Sometimes you use strict, already too familiar. *Dia strict sekali orangnya* ('He's so strict.') So it's almost the same as discipline. So, strict guidelines means... **what do you say in Bahasa Indonesia? Jadi, ketat..** (So, it is strict') *Ya, jadi sangat*

*ketat* ('Yes, so it becomes very strict.'). It means the rule, *aturannya harus diapakan?* (how do people treat the rule?) Should be neglected?

S<sub>4</sub> : Noo...

T : No. Should be respected?

St : Yes....

T : Should be obeyed? Yes, that's the answer.

(D-337/M-VI/NQ-025/FA/RE)

By investigating schematic knowledge of extract (4: 58), it was revealed that the question does not intend to ask for repetition or confirmation due to any clarity problem. It challenges students to say something for explaining the case. There was a given picture shown in front of the class and students were required to create sentences based on the picture. Many students tried to do so. Here, the teacher encouraged students to draw upon elements and put those together into a pattern which is not clearly stated before. Thus, as the effect of uttering that question, students are expected to think beyond one level, yet likely involve remembering, understanding, applying, and analysing categories to have original and unique pattern in putting together of elements.

Extract (4: 59) merely called for a single correct response, that is the Indonesian of the particular word. In accepting only one answer for each question, the teacher lowers the level of the question. The language used here encourages the use of surface structure, which was asking the form of the word mentioned in Indonesian. Teaching surface structure does not develop concept, learning concept develops more surface structure instead. As the students are exposed to *creating* questions, they are about to deal with varied structures, as simply achieved in extract (4: 58).

Furthermore, similar structure is also embedded in Extract (4: 27) which has a very similar utterance with that in extract (4: 58). However, the preceding utterances show that it draws out meaningful elements to be applied in a dialog. The previous utterance was talking about particular expressions, so the question was used to ask students regarding to appropriate expressions should be used. Taking those into account, the utterance in extract (4: 27) functions in empirical level and involves application in terms of its cognitive process.

Although production is placed last in the cognitive domain because it is regarded as requiring to some extent all other categories of behavior, it is not necessarily the last step on thinking. There are some cases of productives which could be the introduction to the acquisition of new knowledge, a new attempt at comprehension or analysis. This might be strategies of giving questions which is employed in classroom practices. More strategies used in teacher questioning will be further talked about in the next point of discussions.

## **2. Teacher Questioning Strategy**

It seems to be inadequate to count only the number of the question level. Most of questions performed by the teachers are factual questions, but they seemed to be of those types of teachers who try to promote certain strategies in giving questions during communicative classroom practices. This discussion gives a broader view how those various types of questions function as a whole, not merely a single utterance slanted to a particular cognitive process. Thus, a teacher questioning strategy with respect to thinking skills is identified. It is negotiating



meaning, which is signaled by confirmation checks, clarification request, and comprehension checks.

Negotiation of meaning is a process which the speaker ensures that the messages are being received in the way he/ she intended. In this context, this strategy is helpful to reach a clear understanding between the teacher him/ herself and the students. The following extract illustrates how negotiation of meaning is embedded in teacher questions.

- (4: 60) T : Please check. Okay. Next, that's what I said before Catty is bigger than Birdie. But, doggy is the biggest. More than two, right? **How to say this?** Come on. Make a sentence based on the picture.
- St : (Students keep silent)
- T : Try try try. It's okay. The boy with the green T-shirt is bigger than the boy with the blue shirt. **Okay, what do you think guys?**
- St : Not bigger...
- T : Not bigger, so what?
- St : Younger...
- T : **Taller?** Make the sentences, please. <PAUSE>**Alright, any other idea?**

(D-251/M-IV/NQ-105/PR/CR)

In this extract, there are several examples of the teacher and students doing conversational work to ensure that there is mutual comprehension. In the first question found, the teacher used a signal of comprehension checks *More than two, right?* to verify that the students have correctly viewed the case given. It is likely a pseudo question than the real academic one, yet uttered for conversational participants to stay on track. The teacher, then, seemed to allow exploratory pattern by asking *How to say this?* and *Okay, what do you think guys?* in application and evaluation level for each. At another point in the extract, the teacher used a clarification request by using phrases such as *Not bigger, so what?*,

which is actually the incomplete form of *so what it should be?*, to the student's response *Not bigger...* As the effect of given that question, students performed *Younger...* Being unsure about what she heard, then she uttered *Taller?* in a rising intonation to seek confirmation of student's preceding utterance.

By asking a series of questions, the students' cognitive environment about a particular thing becomes larger and closer, that forms a cognitive schema in student's mind. The richer the cognitive schema in students' mind, the more adequate the contextual effects will be achieved. It has relevance with classroom interaction. However, the thing is that a series of questions is not merely a combination of any questions, yet a combination of some levels of questions. The teachers are identified using the graded one through their utterances.

Furthermore, a fixed pattern of questions is an IRF model which, by some means, contains a series of mixed-level questions in some sequential interaction. Extract (4: 61) represents how a series of utterances scaffolds students' understanding.

- (4: 61) T : The new dictionary.... new dictionary. Yes? Give more information: **with s or without?**
- S<sub>13</sub> : With s...
- T : With s, good. **More information than old dictionary?** Okay. **What do you think class?** Please decide. **Is there anything wrong with that sentence? Is there something wrong?** Come on, what do you think with the sentences?
- T : Come on. **What do you think with the sentence?**
- S<sub>14</sub> : Dictionary...
- T : **Dictionary? Then, what is supposed to be? Should be omitted? What should be omitted?**
- St : Give
- T : Give, *jadi* ('so')... come on, the new dictionary gives.....
- St : More information than the old dictionary

(D-122/M-III/NQ-054/FA/UN)

In seeing this extract, a belief that any utterance operates for particular effect is applied. Those linguistic structures work per sequential interaction to facilitate students reconceptualizing knowledge they developed. Here, the question *Give more information: with s or without?* only focuses on grammatical items so that it belongs to lower-order thinking questions. Then, the teacher moved to a more complex series of questions by setting upon utterance *What do you think class?* and an attempt of comprehension checks *More information than old dictionary?* which provide their opportunities to give opinions or simply discuss a designated problem. Having established those questions, the teacher provokes students' thinking through *Is there anything wrong with that sentence?* and *Is there something wrong?* which invite them to judge whether or not there is a mistake in the sentence. In a work of complexity, it is important that the individual be able to comprehend and analyze the task given before evaluating it.

In many instances, it might not only be the level of questions asked to determine the thinking skills in student processing those utterances, but how the teachers respond to students' answer. Questions with follow-up moves bring about more negotiating meaning interactions instead of those with brief responses. These following extracts attempt to highlight the difference.

- (4: 62) T : **Tom?**  
 St : Boy...  
 T : Okay, in other words, come on, In other words...  
 St : In other words...  
 T : **What do you say?**  
 St : In other words, Tom is young..  
 T : That's why we should be one by one. Who wants to try first?  
 S<sub>5</sub> : Then we can go home? Tom is young, But Jean is younger, eh older.  
 T : In other words...No, you're still wrong...  
 S<sub>5</sub> : Tom is young, but John is older than... (laugh)

- S<sub>4</sub> : Tom is old. John is older than Tom, but Jean is youngest  
 St : Yeah!  
 T : **Do you think Tom is old?**  
 S<sub>4</sub> : Mm, maybe...  
 T : No, based on the picture, don't say maybe.  
 (D-258/M-IV/NQ-112/FA/RE)

- (4:63) T : **Bring or wear? What are the uniforms? Or what uniform that is should be wear?** Shoes and basketball....? Alright, that's part 1. If all your questions are correct, then you'll get 40 for the score. Alright, let's go to part 2. It's very easy I think. **What is number 1? Number 2?**  
 St : Lunch...  
 T : Yes, lunch. **Number 3? Jacket or jackets? With s or without s?** With s, good. **Number 4?**  
 St : Information...  
 T : Information, yes. **5? Yes? Good. Number 6? Number 7?**  
 St : Notice board...  
 T : Notice board, yes number 8... **number 9? and... number 10?**  
 (D-424/M-VIII/NQ-049/FA/RE)

Extract (4: 62) contains a factual question *Tom?* but is followed by the productive one *What do you say?* which is intended to encourage students making a sentence. That makes students expand on their responses and deal with more complex level of thinking. *Do you think Tom is old?* then is produced to elaborate the concept by such an evaluation question. It shows that there is an attempt of comprehension checks within this extract. An expected answer toward that kind of utterance is in form of a judgement based on the case presented in preceding utterances. This also implies that evaluative questions do not make students operate in HOTS and produce longer responses unless the teachers are able to encourage further rather than just accepting those in brief.

In extract (4: 63), conversely, the teacher treats students answer with simple responses and begins to talk about another question. Also, the lower-order thinking questions in that data are not followed up by a series of higher-order

questions. *What are the uniforms?* and *What uniform that is should be wear?* belong to understanding category in which students were required to do comprehension of the text, while the utterances following those series of questions are *What is number 1?*, *Number 2?*, *Number 3?* and many similar questions. Other various inquiries like *Jacket or jackets?* as well as *With s or without s?* functions in the area of lower-order thinking. The focus on language teaching for literacy is ought to be on conceptual development instead of language pattern. It should be reiterated that teaching structure does not develop concepts, yet learning concept does develop more surface structure.

However, this is worth to mention that not all of follow-up questions represent higher level of thinking. It does facilitate a cognitive schema to assist understanding but it would have different result if there is no negotiating meaning involved between the speaker and listeners.

- (4: 64) T : ....Jakarta Convention Centre is the name of a...?  
 S<sub>12</sub> : Place...  
 T : The name of the place. **Number 2?** Santi has a companion named Bertha. **Santi has a companion... you know companion?**  
 St : (Students keep silent)  
 T : **Oh yes? What is it? Santi has a friend. Companion is a friend.** Santi has a companion named Bertha. Alright, number 3. Come on, be quick. Bertha is an EOS presenter. Number 4, Bertha is very upset. Bertha is very upset. Number 5, you know upset?  
 S<sub>3</sub> : Yes, *kesaal* ('upset')...  
 T : Yes, *kesal* ('upset').

(D-458/M-VIII/NQ-083/FA/RE)

The teacher used a set of questions known as scaffolding in which she tried to help students producing an appropriate answer to the question, but only to fail. Firstly, the teacher called for an answer of question number 2 by uttering *Number*

2? but students did not produce answer so that she raised a sentence from the task given and identified that there might be something the students did not know. It was then followed up by *You know companion?* to ask the meaning of the word ‘companion’. Students kept silent and implicitly urged the teacher to take the floor. Afterwards, the teacher answered by her self and students finally knew the meaning of the word. Silent discussions may be caused by questions which are not conversational resembling those using negotiating meaning strategy. A condition which students are lack of particular knowledge allows them to get stuck and stop to begin higher-order conceptual learning if the teacher did not provide any assistance in terms of questioning strategies.

Added to this, negotiation of meaning is used to achieve comprehensibility between interlocutors. Attempts of negotiating work effectively when the questions are answered by the students themselves. Teacher utterances might interrupt students’ responses when they were answering questions and denied their opportunity to produce longer turns.

(4:65) T : Good news, okay. **The news is about... about....?** Helloo, guys! **The news about who win in the wall magazine competition.** And what the girl respond after hearing the news? Thanks? That’s what she said, **the question is: What did the girl feel? She was surprised. She was happy,** what else? So she was surprised, then she say.....? What did she say?

S<sub>2</sub> : Thank God...

T : Ya, thank God. The next one? *Yang berikutnya, setelah itu* (‘next’)... What did she say? *Lupa okay, ya wis nggak papa* (‘You forget, okay, never mind’), and then, the next one, who won the competition, class?

St : IX. B...

T : IX. B *ya...* and what did the girl comment or what did the girl say about the result? **She wasn’t...?**

S1 : **Surprised...**

T : Surprised. **Why?**

S1 : **Because...**

T : **Because they’re very good and creative.**

(D-25/M-INQ-025/FA/UN)

Although it is infrequent occurrence, the example above suggests that in some cases, attempts to negotiate meaning are trapped in teacher answering the question which she gave to students. When the question *The news is about... about....?* was not soon answered, she provided *The news about who win in the wall magazine competition*. This is also similar to what happens in the same exchange while the teacher precedingly asked *Why?* and students had already responded *Because...* but she cut them short by reacting *Because they're very good and creative* and moved to the next task instead. It can be inferred that students are limited to a responding role with minimum chance and there is a few opportunities to practice communicative strategies while the challenge for teaching and learning today is prominently on learner-oriented.

The improper use of questions can negatively affect on learning. Too many lower-order questions presented to students might hinder them to encounter challenge and develop cognitive ability slightly beyond their current state. On the other hand, teachers who strive for higher level questions may lose interest in the just as important memory questions and only cater the capacities of superior students. Teachers can organize their classrooms in a variety of ways to facilitate students becoming actively, not passively, involved in thinking through academic inquiries given to students. Questioning is a much-used instructional strategy in the classroom and thus teachers need to be aware of practices in the current techniques.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

This chapter embodies three sections. They are conclusions, implications, and suggestions. The conclusions are drawn based on the formulated research questions. It comprises the final conclusion of each objective in this research. Besides, implications of the research for language teaching are determined. In the last section, some suggestions regarding the research are provided for some related parties.

#### **A. Conclusions**

According to the findings and discussion in the previous chapter, some conclusions related to the research can be drawn as follows.

1. With regard to the data analysis dealing with the types of questions, the teacher performed four types of questions. They are factual questions, empirical questions, evaluative questions, and productive questions. The most frequent question appearing is the factual questions. The cognitive domains embedded in the factual type are *remembering* and *understanding*. Those domains belong to the lower-order thinking skill, which emphasized on information recall. It implies that teachers' questions promote more lower-order questions instead of the higher-order ones. This signifies that classroom practices are mainly form-focused teaching and it is the nature of how learning goes within teacher-centered instruction, rather than learner-centred instruction.



2. Teachers' questions analyzed are determined comprising a negotiation of meaning as the questioning strategy. It is realized by follow-up moves within question and answer sequences in classroom practices. This strategy aims to achieve mutual comprehensibility between teachers and students in which the teachers employ signals of confirmation checks, clarification request, and comprehension checks. However, various types of questions are effectively working on in negotiating meaning as long as they are graded and they employ students' taking turns to deal with teachers' questions.

## **B. Implications**

There are implications of this research to the language teaching. The details are as follows.

1. It can give a view of various types of teachers' questions presented in classroom practices. This suggests an insight of what level of thinking are promoted through those questions. Teachers, then, are aware of the features involved in questioning as the impact of posing questions with students' learning. By recognizing their performance in assisting students to develop their thinking skills, the teachers are expected to encourage lower-order and higher-order questions in a similar number with of course, considering appropriate learning activities.
2. It can give a view that investigating questions with respect to thinking skills is not merely accomplished by examining types of questions and the thinking process embedded. Negotiation of meaning strategies which are reflected in teachers' follow-up questions also play the role. This results not only in

students' being able to comprehend language input presented but also in developing students' thinking skill.

3. It provides theoretical and practical framework of giving questions with respect to learning challenge nowadays which puts emphasis on the establishment of critical thinking. This issue, even, has been reflected on current national curriculum for some schools, 2013 Curriculum. Despite its cons, this curriculum challenges language educators to teach students develop their thinking skills, which could be manifested in teachers' questions.

### **C. Suggestions**

In this section, some suggestions in regard to the research are provided for some related parties as follows.

1. For teachers

The teachers should be aware of their questions since the questions used result different types of thought. They should encourage higher-order and the lower-order skills in a similar number of questions performed during the communicative classroom practices. Moreover, the English teachers are suggested to meet the challenge of 2013 Curriculum, that is highlighting students' thinking skills. The researcher also suggests teachers be able to make use of knowledge about negotiating meaning as one of questioning strategies. The teacher should perform interactive questions in order to ensure mutual comprehensibility between the teacher and students.

2. For students

This research is expected to give insights about how particular levels of thinking is encouraged in teacher questions. Students are going to be aware of how teachers performed questions during classroom practices. The researcher expects students to be able to make use of this knowledge as strategies of processing and responding the teachers' questions. The researcher also recommends students not only answer teachers' questions but take their turns and begin to ask instead of merely giving a response toward a particular problem given.

3. For other researchers

A further study related to teachers' questions in classroom practices are encouraged. It is because a series of questions used in language classroom practices is prominently related to promoting particular thinking skills. Other researchers may conduct research and development; or classroom action research using the result of this study as a basis.

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# APPENDICES

### Appendix A. Data Findings of Types of Teachers' Questions and Cognitive Domains Performed by English Teachers

Notes:

Types of questions:

FA : Factual questions

EM: Empirical questions

EV: Evaluative questions

PR: Productive questions

Cognitive Domains of Thinking:

RE: Remembering

UN: Understanding

AP: Applying

AN: Analyzing

EV: Evaluating

CR: Creating

No.	Data	Type of Questions				Cognitive Domain						Context
		FA	EM	EV	PR	RE	UN	AP	AN	EV	CR	
1	I/001	v					v					The teacher and students were discussing about the dialogs. She asked students to interpret what was told in the text regarding to what was the girl doing.
2	I/002	v				v						This question called for students's answer for the meaning of previously uttered sentence and required to recall their memory to produce single correct answer.
3	I/003	v					v					The teacher and students were discussing about the dialogs. She asked students to interpret what was told in the text regarding to what did the man express.
4	I/004	v					v					The teacher and students were discussing about the recording. She asked students to interpret what 'workers' are from the story, not only to mention the meaning of 'workers' in Indonesian.
5	I/005	v				v						This question called for students' answer for number 5 and it consisted of a single correct answer.
6	I/006	v					v					The teacher asked the students based on the question on the page. It required students' making sense of the text by identifying what the word 'her' referred to. This question trained students about inferring skill.
7	I/007	v				v						This question only called for students' answer for number 2 without previous and subsequent inquiries
8	I/008	v				v						This question only called for students' answer for number 3 without previous and subsequent inquiries
9	I/009	v				v						This question only called for students' answer for number 4 without previous and subsequent inquiries
10	I/010	v				v						This question only called for students' answer for number 5 without previous and subsequent inquiries
11	I/011	v				v						Uttering this question, the teacher used strategies to prompt by retrieving students' previously acquired information.
12	I/012	v				v						This question was uttered as the teacher might not heard well what was said by students in doing imitation of the dialog in the recording.
13	I/013	v				v						The teacher asked for the name of a particular expression.

14	I/014	What does it mean: "Is he?" in Indonesia?	v					v					It does not only asked for the meaning of a word that had been previously presented, but the question employed understanding of the text to be able to answer.
15	I/015	...then what is the other "tenane?"	v					v					It does not only asked the other use of <i>tenane</i> , but the question employed making sense of the text to be able to answer.
16	I/016	What's the main character?	v					v					The teacher asked the students to describe a particular quality that the character have in the story.
17	I/017	Tough?	v					v					This question was intended to confirm what have been uttered by the student.
18	I/018	What is tough?	v					v					This question merely called for a single correct response, that is the meaning of the word.
19	I/019	<i>Tangguh</i> .. and then what's next?	v					v					The teacher asked for students to mention what are other words included in a list of vocabulary. The question did not call for students to think other words but to merely mention the word on the page.
20	I/020	Who's her?	v					v					The question led students to comprehend the text and determine who's her as mentioned in the story.
21	I/021	The main character of ...?	v					v					This question is actually a continuation of former question asking 'Who's her?'. Students did not immediately provide an answer so that the teacher employed this utterance to prompt students to be able to answer correctly by leading them to complete the utterance produced by the teacher as a question.
22	I/022	What's the answer for question number 1?	v					v					This question only called for students' answer for number 1 without previous inquiries.
23	I/023	How do you know?	v					v					This is a follow-up question of 'What's the answer for question number 1?'. The teacher intended to verify how students got the answer.
24	I/024	What news does the boy give to the girl?	v					v					This question led students to comprehend the text in the recordings to perform the correct answer.
25	I/025	The news is about... about?	v					v					This question led students to comprehend the text in the recordings to perform the correct answer. It was in the form of declarative sentence but functioned as a question since it elicited students' responses.
26	I/026	...what the girl respond after hearing the news?	v					v					This question led students to comprehend the text in the recordings to perform the correct answer.
27	I/027	What did the girl feel?	v					v					This question led students to comprehend the text in the recordings to perform the correct answer.
28	I/028	...what else?	v					v					The question has something to do with the previous and still led students to comprehend the text in the recordings to determine what other feeling that the girl sense.
29	I/029	So she was surprised, then she say.....?	v					v					This question led students to comprehend the text in the recordings to perform the correct answer.
30	I/030	What did she say?	v					v					This question led students to comprehend the text in the recordings to perform the correct answer.
31	I/031	...what did she say?	v					v					This question led students to comprehend the text in the recordings to perform the correct answer.
32	I/032	...who won the competition, class?	v					v					This question led students to comprehend the text in the recordings to perform the correct answer.



33	I/033	...and what did the girl comment or what did the girl say about the result?	v					v					This question led students to comprehend the text in the recordings to perform the correct answer.
34	I/034	She wasn't...?	v					v					This question led students to comprehend the text in the recordings to perform the correct answer by directing students to complete the utterance performed by the teacher as a question.
35	I/035	Why?	v					v					A longer form of this question was actually 'Why she wasn't surprised?'. It asked students to comprehend the text and infer the reason why the character did so.
36	I/036	What is it?	v					v					This question led students to comprehend the text in the recordings to perform the correct answer.
37	I/037	What is well?	v					v					This question merely called for a single correct response, that is the meaning of the word 'well'.
38	I/038	Barren?	v					v					This question merely called for a single correct response, that is the meaning of the word 'barren'. Though it is syntactically a word but it ends with 'question intonation'.
39	I/039	Urge, to urge?	v					v					This question merely called for a single correct response, that is the meaning of the word 'urge'.
40	I/040	<i>Mendesak</i> .. and then, in vain?	v					v					This question merely called for a single correct response, that is the meaning of the word 'in vain'.
41	I/041	...but it could be another word, another meaning of determined then, which one?		v					v				This question did not only asked for the meaning of 'determined', but also encouraged students to think what is the other possible meaning of the word, of course, based on the context.
42	I/042	<i>Memutuskan?</i> What is <i>memutuskan</i> in English?	v					v					This question merely called for a single correct response, that is the English word for ' <i>memutuskan</i> '.
43	I/043	Back to barren, so what's the meaning of barren?	v					v					This question merely called for a single correct response, that is the meaning of the word 'barren'.
44	I/044	Dust?	v					v					This question merely called for a single correct response, that is the meaning of the word 'dust'.
45	I/045	...earn living?	v					v					This question merely called for a single correct response, that is the meaning of the word 'earn living'.
46	I/046	<i>Err, mendesak?</i> What is <i>mendesak</i> in English?	v					v					This question merely called for a single correct response, that is the English word for ' <i>mendesak</i> '.
47	I/047	<i>Tandus?</i> What is <i>tandus</i> in English?	v					v					This question merely called for a single correct response, that is the English word for ' <i>tandus</i> '.
48	I/048	<i>Okay, mengering?</i> Okay, what is <i>mengering</i> in English?	v					v					This question merely called for a single correct response, that is the English word for ' <i>mengering</i> '.
49	I/049	Um, what else?	v					v					The teacher asked for students what are other words included on a list of vocabulary. The question did not call for students to think other words but to merely mention the word on the page.
50	I/050	<i>Oh, sia-sia?</i> Oh, what is <i>sis-sia</i> in English?	v					v					This question merely called for a single correct response, that is the English word for ' <i>si-sia</i> '.

51	I/051	You know the story?	v					v							This question merely recalled students' memory whether or not they know the story.
52	I/052	What's the purpose of the story?	v						v						This question led students to comprehend the text in the recordings to perform the correct answer.
53	I/053	What's the purpose of the story?	v						v						This question is exactly the same as the previous. It was uttered since there was no immediate response from the students.
54	I/054	Who?	v					v							This question did not have something to do with the story. It's a shorter form of 'To whom the story entertain?'
55	I/055	Why the people meet the king?	v						v						This question led students to comprehend the text in the recordings to perform the correct answer.
56	I/056	What happen?	v						v						This question led students to comprehend the text in the recordings to perform the correct answer.
57	I/057	And what did the woman ask to the king?	v						v						This question led students to comprehend the text in the recordings to perform the correct answer.
58	I/058	Um, number 6: What did the king do then?	v						v						This question led students to comprehend the text in the recordings to perform the correct answer.
59	I/059	The king sent his all general, yes.. To? Where?	v						v						This question led students to comprehend the text in the recordings to perform the correct answer.
60	I/060	What for?	v						v						This question led students to comprehend the text in the recordings to perform the correct answer.
61	I/061	How many general was succeed?	v						v						This question led students to comprehend the text in the recordings to perform the correct answer.
62	I/062	And what did the 4th general find out?	v						v						This question led students to comprehend the text in the recordings to perform the correct answer.
63	I/063	...do you think this is the end of the story?				v								v	By giving this question, the teacher invited students to analyze the story they listened from recordings and judge whether or not it has come to an end.
64	II/001	What's wrong with it?				v								v	By giving this question, the teacher invited students to analyze the dialog which has been acted out and find the mistake made.
65	II/002	...have you heard that?	v						v						This question merely recalled students' memory whether or not they have heard the utterance.
66	II/003	You win or you won.	v						v						Looking at the structure, this utterance might be declarative sentence. However, it elicited students' response to decide best answer whether it is 'win' or 'won' that should be used in their dialog.
67	II/004	This one's asking question, what's wrong with this?				v								v	By giving this question, the teacher invited students to analyze the dialog which has been acted out and find the mistake they made.
68	II/005	It should be....?			v						v				Though it resembled 'filling the gap' feature, this question called for appropriate utterance to be used in the dialog the students made.
69	III/001	16?	v						v						This question only called for students' answer for number 16 without previous and subsequent inquiries
70	III/002	17... and ....?	v						v						This question only called for students' answer for number 17 and the next number without previous and subsequent inquiries
71	III/003	It's about adjective and adjective of....?	v						v						This question merely recalled students' memory about the last meeting's materials.
72	III/004	what is the use of adjective?	v						v						This question merely recalled students' memory about the last meeting's materials.

73	III/005	To describe... to describe what?	v				v						This question merely recalled students' memory about the last meeting's materials.
74	III/006	Adjective can be in the form of ....?	v				v						This question merely recalled students' memory about the last meeting's materials.
75	III/007	<i>Bentuknya bisa apa saja ya?</i> What are the forms of adjective?	v				v						This question merely recalled students' memory about the last meeting's materials.
76	III/008	Size, yes, what's the adjective of size?	v				v						This question merely recalled students' memory about the last meeting's materials.
77	III/009	What is tiny in bahasa Indonesia?	v					v					This question merely called for a single correct response, that is the meaning of the word 'tiny'.
78	III/010	Size, what else?	v				v						This question merely recalled students' memory about the last meeting's materials.
79	III/011	Can you mention some shape?	v				v						This question merely recalled students' memory about the last meeting's materials.
80	III/012	circle is an adjective or a noun?			v					v			Students are given a question in the form of alternatives to decide what part of speech it belongs to by looking at the use of word 'circle' in the context.
81	III/013	Triangle. Alright., what else?	v				v						This question merely recalled students' memory about the last meeting's materials.
82	III/014	Okay, size shape, then?	v				v						This question merely recalled students' memory about the last meeting's materials.
83	III/015	Mean, do you know mean, class?	v					v					This question merely called for a single correct response, that is the meaning of the word 'mean'.
84	III/016	How to spell it?	v				v						This question merely called for a single correct response, that is the spelling of the word 'mean'.
85	III/017	Right, what else?	v					v					This question can be lengthened into 'what's other adjective you can mention?' It, still, merely recalled students' memory about the last meeting's materials.
86	III/018	What's Indonesian for mean?	v					v					This question merely called for a single correct response, that is the Indonesian word for 'mean'.
87	III/019	<i>Kasar ... Is it kasar ?</i>	v					v					The teacher gave this question to confirm whether the meaning of 'mean' questioned in the previous was kasar in Indonesian.
88	III/020	what do you say if.... ?	v				v						Though this utterance has not been complete yet, it was supposed to ask the meaning of word 'mean' by giving a sentence including the word 'mean' itself.
89	III/021	Then what is it?	v				v						This question merely called for a single correct response, that is the Indonesian word for 'mean'.
90	III/022	Okay, what else?	v				v						This question can be lengthened into 'what's other adjective you can mention?' It, still, merely recalled students' memory about the last meeting's materials.
91	III/023	Everybody should be....?	v				v						The teacher wanted to ask for students to make a sentence with the word 'honest', but it only ended with requiring students to complete the sentence with the word 'honest' itself.

92	III/024	Honest.... what else?	v					v					This question can be lengthened into 'what's other adjective you can mention?' It, still, merely encouraged students to list adjectives they already know.
93	III/025	...you should be friendly to all your friends, right, what else?	v					v					This question can be lengthened into 'what's other adjective you can mention?' It, still, merely encouraged students to list adjectives they already know.
94	III/026	Careful: is it a character or not?		v						v			Students are given a question in the form of alternatives to decide whether the word 'careful' belongs to a character.
95	III/027	What is it?	v					v					Students' response upon the former question led the teacher to ask for what does it belong if it's not a character.
96	III/028	<i>Kata kerja?</i> Is it a verb?	v					v					This question benefited students' memory of recognizing whether the word 'careful' is a verb.
97	III/029	What does it mean comparative?	v					v					This question merely recalled students' memory about the last meeting's materials.
98	III/030	...what should you add?	v					v					This question merely recalled students' memory about the last meeting's materials.
99	III/031	What else?	v					v					This question merely recalled students' memory about the last meeting's materials.
100	III/032	Oh number 2, please, answer it or read your answer.	v					v					This question only called for students' answer for number 2 without previous and subsequent inquiries
101	III/033	Ok, can you say that?	v					v					This question has similar function as 'Is it correct?' which ensure that their answer was undoubtedly correct.
102	III/034	the rotten apple is more than fresh apple or more than one apple?	v					v					It asked whether the apples mentioned on the page are more than one or only one. This question focused on grammatical items.
103	III/035	so, you should use is or are?	v					v					This question focused on grammatical items that lead to the selection of 'to be' used in their answer. However, students need to read the question as a whole to decide so.
104	III/036	So, how about the use of the linking verb?		v						v			By uttering this question, the teacher not only encouraged students to mention linking verbs but also to show the use of linking verb in a sentence.
105	III/037	The plane is or are?	v					v					This question focused on grammatical items that lead to the selection of 'to be' used in their answer. However, students need to read the question as a whole to decide so.
106	III/038	And then the burger, is or are?	v					v					This question focused on grammatical items that lead to the selection of 'to be' used in their answer. However, students need to read the question as a whole to decide so.
107	III/039	The high heel shoes?	v					v					This question focused on grammatical items that lead to the selection of 'to be' used in their answer. However, students need to read the question as a whole to decide so.
108	III/040	What is quantity, class?	v					v					This question merely called for a single correct response, that is the meaning of the word 'quantity'

109	III/041	Yes, can you answer? Number 1.	v				v						This question only called for students' answer for number 1 without previous and subsequent inquiries
110	III/042	The second one?	v				v						There were two answers on the board and this utterance called students to merely mention the second answer.
111	III/043	Which do you think is correct?			v						v		After given two options of potential answers, students are asked to have reasons to judge which option is considered correct.
112	III/044	...who's spent more time?	v				v						To facilitate students to think of the best answer, the teacher used this utterance to come back to the page and infer from the question on the page
113	III/045	Which do you think is correct?			v						v		Some students have several different answers, then the teacher asked to evaluate which answer is considered correct.
114	III/046	what's the answer?	v				v						This question only called for students' answer.
115	III/047	...correct answer number 2...?	v				v						This question only called for students' answer for number 2.
116	III/048	Viewers, you can say viewers is okay. There are....?	v				v						The student has answered teacher's question. However, the teacher would give feedback upon the use of word 'viewers' so that she might think that she needed to ensure what was student's response. It was done by giving hints and requiring students to complete the hint (the sentence).
117	III/049	That's right, number two is the same as number....?		v							v		To be able to answer this question, students were supposed to compare at the previous number discussed to identify which number shared similarities with number 2.
118	III/050	Number 1, good. Number 3?	v				v						This question only called for students' answer for number 1 without previous and subsequent inquiries
119	III/051	What is chapter in Bahasa Indonesia?	v					v					This question merely called for a single correct response, that is the Indonesian word for 'chapter'.
120	III/052	Next, number 5.	v				v						This question only called for students' answer for number 5.
121	III/053	So the answer should be...?	v				v						This question only called for students' answer.
122	III/054	Give more information: with s or without?	v					v					There is a response of a given question in the worksheet that included the word 'information' in its answer. Then, this question asked whether the plural form of information used s or not.
123	III/055	More information than old dictionary?	v					v					There is a response of a given question in the worksheet that included the word 'information' in its answer. Then, this question asked whether the plural form of information used s or not.
124	III/056	What do you think class?		v							v		The teacher asked to determine which one is correct: information or informations. The word 'think' here encouraged students to express opinions.
125	III/057	Is there anything wrong with that sentence?			v							v	The teacher asked to judge whether there is a mistake in the sentence.
126	III/058	Is there something wrong?			v							v	By giving this question, the teacher invited students to analyze the sentence and judge whether or not it included a mistake.
127	III/059	Come on, what do you think with the sentences?			v							v	The teacher asked to determine which one is correct: information or informations. The word 'think' here encouraged students to express opinions.
128	III/060	Ada yang salah apa tidak sih? Is there something wrong?			v							v	By giving this question, the teacher invited students to analyze the sentence and judge whether or not it included a mistake.
129	III/061	Yang mana si kesalahannya?			v							v	By giving this question, the teacher invited students to analyze the sentence that would be also the answer for the task given: which part of the sentence is

129	III/061	Which one is incorrect?			v											would be also the answer for the task given. which part of the sentence is considered incorrect.
130	III/062	Dictionary?	v					v								In this part, the teacher and students were discussing which part of the sentence could be incorrect. Here, the teacher asked for students whether the incorrect part is on the word 'dictionary'. However, this question can also function as asking for verification of what students uttered, that resulted in 'yes' or 'no' answer as well.
131	III/063	<i>Terus, harus dibagaimanakan?</i> Then, what is supposed to be?		v					v							As the students decided that 'dictionary' part is the incorrect one, the teacher asked how to repair the sentence.
132	III/064	<i>Diilangi?</i> Should it be omitted?	v						v							As the students decided that 'dictionary' part is the incorrect one, the teacher asked how to deal with that word: whether or not the word should be omitted.
133	III/065	<i>Apanya yang diilangi?</i> What should be omitted?		v						v						As the students decided that there's something that should be excluded, the teacher asked what part of the sentence which should be omitted.
134	III/066	the new dictionary gives.....?	v					v								This question asked students to take a look on the page and complete the information as the teacher left it discontinued.
135	III/067	<i>Bisa menggantikan ini pake apa, siapa yang tahu?</i> What can replace this, anyone knows?		v						v						To repair the sentence, the teacher and students committed to replace a particular word. In this question, she asked students about what's the best word to use in the sentence, of course, by looking at the sentence as a whole.
136	III/068	Have you ever heard the knick knack song?	v					v								This question merely recalled students' memory whether or not they have heard the song.
137	III/069	Not yet?	v					v								This question merely recalled students' memory whether or not they have heard the song.
138	III/070	<i>Siapa yang sudah pernah dengar?</i> Who has ever heard?	v					v								This question merely recalled students' memory whether or not they have heard the song and required who have heard so to response.
139	III/071	What for?		v							v					Although this question was syntactically simple, it required students to analyze the benefit of singing that kind of song.
140	III/072	<i>Membuat lidah kita menjadi apa...?</i> To give a practice for our tongue to be...?	v						v							This question actually functioned similarly with the previous, but the distinguishing point is that the idea within this utterance has been constructed by the teacher and only led students to complete it.
141	III/073	<i>Lebih mudah, lebih terbiasa mengucapkan apa?</i> It is easier to pronounce....?	v						v							This question actually functioned similarly with the question 'What for?', but the distinguishing point is that the idea within this utterance has been constructed by the teacher and only led students to complete it with only one word left unmentioned.
142	III/074	<i>Ucapan...?</i> What expression?	v					v								This question actually functioned similarly with 'What for?', but the distinguishing point is that the idea within this utterance has been constructed by the teacher and only led students to complete it.
143	III/075	<i>...pernah enggak diminta untuk mengucapkan blarak bluluk?</i>														This question merely recalled students' memory whether or not they have been

143	III/075	Have you ever been asked to say <i>blarak bluluk</i> ?	v				v								asked to say that words.
144	III/076	<i>Oke, untuk apa sih itu?</i>													Although this question was syntactically simple, but it required students to analyze the benefit of saying that phrase.
		Okay, what for is it?		v									v		
145	III/077	<i>Ada artinya enggak?</i>													This question merely tested students whether they knew the phrase possessed the meaning or not.
		Can you find the meaning?	v					v							
146	III/078	Have you ever heard the song by Mika?	v					v							This question merely recalled students' memory whether or not they have heard the song.
147	IV/001	Okay, it's on task 7, on 6, and then 7. And?	v					v							This question merely called students to match what was included on the page.
148	IV/002	What is an adjective, class?	v					v							This question merely recalled students' memory about the previous materials.
149	IV/003	What it is for?	v						v						This question merely recalled students' memory about the previous materials.
150	IV/004	what it is for?	v						v						As the students did not perform an immediate response, the teacher recycled this question. The function was simply similar.
151	IV/005	To describe what?	v					v							This question merely recalled students' memory about the previous materials.
152	IV/006	...what do you mean by something?	v						v						This question encouraged students to interpret the word 'something' from the definition they uttered.
153	IV/007	A person?	v					v							As the students did not perform any response, or simply did not have idea to deal with the former sentence, the teacher prompted students by asking this question.
154	IV/008	A place?	v					v							As the students did not perform any response, or simply did not have idea to deal with the former sentence, the teacher prompted students by asking this question.
155	IV/009	...how many kinds of adjective?	v					v							This question merely recalled students' memory about the previous materials.
156	IV/010	There are many, what are there?	v					v							This question merely recalled students' memory about the previous materials.
157	IV/011	Numbers?	v					v							By looking at the context, this utterance was not intended to elicit students' confirmation or clarification, but was meant to invite students' responses on what other kinds of adjective. The response "Size..." and the teacher's feedback "Size..." indicated that this utterance worked that way.
158	IV/012	Can you give example of size?	v						v						In the previous meeting, the teacher has talked about the forms of adjective and this question led students to classify what words belong to adjectives of size.
159	IV/013	Adjective related to size?	v						v						In the previous meeting, the teacher has talked about the forms of adjective and this question led students to classify what words belong to adjectives of size.
160	IV/014	Naughty, long, tall, shorts, what else?	v						v						In the previous meeting, the teacher has talked about the forms of adjective and this question led students to classify what words belong to adjectives of size.

161	IV/015	...shape?	v					v					A very simple utterance here was actually asking for other students' answer of another adjectives of shape.
162	IV/016	Rectangle, triangle, what else?	v					v					In the previous meeting, the teacher has talked about the forms of adjective and this question led students to classify what other words belong to adjectives of shape.
163	IV/017	How about feelings?	v					v					In the previous meeting, the teacher has talked about the forms of adjective and this question led students to not only mention but also classify what words belong to adjectives of feelings
164	IV/018	how to say galau in English?	v					v					This question merely called for a single correct response, that was what's the English word for 'galau'.
165	IV/019	He sad <i>galau</i> , do you know <i>galau</i> ?	v					v					This question merely called for a single correct response, that is whether or not they know the word 'galau'.
166	IV/020	What else?	v					v					The question here was actually asking for other students' answer of another kind of adjective, which might come from a more complete structure 'What the other form of adjective?'.
167	IV/021	Then quality, could you give me example?	v					v					By looking at the feedback the teacher produced, adjectives of quality was mentioned by the teacher. It might because the In the previous meeting, the teacher has talked about the forms of adjective and this question led students to classify what other words belong to adjectives of quality.
168	IV/022	Comparative means....?	v					v					This question merely recalled students' memory about the previous materials.
169	IV/023	What should you call for the adjective?	v					v					This question merely recalled students' memory about the previous materials.
170	IV/024	Comparative?	v					v					This question merely recalled students' memory about the previous materials.
171	IV/025	Remember the rule?	v					v					Though this question prompted students with the rule of making a comparative sentence, it merely recalled students' memory about the previous materials.
172	IV/026	-er for one word, one word or one syllable?	v					v					To be able to answer this question, students were supposed to know what differs word and syllable.
173	IV/027	Two syllable?	v					v					By looking at the context, this utterance was not intended to elicit students' confirmation or clarification, but was meant to invite students' responses on what should be added for two syllable adjectives. The response "More..." and the teacher's approval for what students uttered indicated that this utterance works that way.
174	IV/028	Two syllable must be more.....?	v					v					This question seemed to ask for students' confirmation but the following utterance did not say so. There was something missing in that sentence and the teacher simply led students to complete it. The expected answer was "Two syllable must be <i>more</i> or <i>-er</i> ."
175	IV/029	What is it?	v					v					This question simply required students to match what was asked by the teacher and what was included on the page.
176	IV/030	Coconut trees and mango trees: Is it correct?			v							v	By giving this question, the teacher invited students to analyze the sentence before deciding that the answer is correct.
177	IV/031	How about no 2?	v					v					This question called for students' answer for number 2 and it consisted of a single correct answer.



178	IV/032	Okay, match?		v						v			To be able to answer this question, students were supposed to examine the sentence with the picture on the page.
179	IV/033	<i>Cocok dengan gambarnya?</i> Does it match with the picture?		v						v			To be able to answer this question, students were supposed to examine the sentence with the picture on the page.
180	IV/034	Number 3: what about this?	v					v					This question called for students' answer for number 3 and it consisted of a single correct answer.
181	IV/035	Right, no 4?	v					v					This question called for students' answer for number 4 and it consisted of a single correct answer.
182	IV/036	Sandra's hair.....?	v						v				This question elicited students' response in form of a sentence. Since they did not give answers, the teacher tried to prompt them by uttering this type of utterance.
183	IV/037	Is as long as?	v						v				This question elicited students' response in form of a sentence. Since they did not give answers, the teacher tried to prompt them by uttering this type of utterance.
184	IV/038	What is it?	v					v					Here, it functioned to call for students' answer and still, it consisted of a single correct answer.
185	IV/039	Thinner, and then how to write thinner?	v					v					This question called for spelling of 'thinner' and it consisted of a single correct answer, which is t-h-i-n-n-e-r.
186	IV/040	And then what's the matter?		v						v			By giving this question, the teacher invited students to analyze the sentence and find if there was a mistake.
187	IV/041	Yes, what the number?	v					v					What is meant to say was probably 'what number' since the following utterance was "Number one, okay...."
188	IV/042	Number one, okay, what's the question?	v					v					This question simply asked students to look at questions on the page in order to perform an answer.
189	IV/043	What do you mean?	v						v				This question actually gave a chance for students to explain since the teacher, in this case, might not understand what has been uttered by the students.
190	IV/044	It is a noun, or an adjective?		v						v			Students are given a question in the form of alternatives to decide what part of speech it belongs to by looking at the use of word in the sentence.
191	IV/045	<i>Apa?</i> What?	v					v					This question was actually related to the previous. There was a student answering above question but the teacher did not hear well so that she expressed this utterance.
192	IV/046	<i>Tahu maksudnya?</i> Do you know what it means?	v					v					The teacher checked students' understanding toward what has been previously explained by her.
193	IV/047	It belongs to size... <i>ukuran</i> : yes or no? It belongs to size... size: yes or no?	v						v				Students are given a question in the form of alternatives to decide whether the word belongs to adjectives of size.
194	IV/048	What's the instruction of task 7?	v					v					This question simply asked students to look at instruction on the page in order to perform an answer.
195	IV/049	The building is older than my house, and my house is younger and your house is....?	v						v				Students were learning about comparative sentences and exposed to two different sentences to be concluded. Students needed to comprehend two sentences so that they would be able to restate the idea within those into one sentence.

196	IV/050	Right, question number 3, what's the question?	v				v						This question simply asked students to look at question on the page in order to perform an answer.
197	IV/051	<i>Okay, sebetulnya yang mau dibandingkan apa, anak-anak?</i> Okay, what to compare, students?		v						v			As the question is related to comparatives, here, the teacher led students to infer from the questions what the things to compare in the sentences on the page.
198	IV/052	<i>Watt nya apa jumlah lampunya?</i> Is it about how many watt or how many lamp?		v						v			As the question is related to comparatives, here, the teacher led students to infer from the questions what the things to compare in the sentences on the page.
199	IV/053	<i>Ada lagi yang mau berpendapat?</i> Is there anyone who want to give their opinions?			v						v		This open-ended question allowed students to express their opinions and values toward the question discussed. The expected response was more complex and involved reasonings.
200	IV/054	<i>Intensitas cahayanya mungkin?</i> Is it possibly light intensity?	v					v					The teacher led students to infer from the questions what the things to compare in the sentences and raise one of students' opinion, that is probably 'light intensity', to the class.
201	IV/055	Alright, what's your sentence to compare those two sentences?				v						v	Students were learning about comparatives and required to compare two different sentences. Students needed to comprehend those so that they would be able to restate the ideas in one sentence.
202	IV/056	The light is lighter?	v				v						It functioned to ask for confirmation about one's answer.
203	IV/057	If the answer is as shine as, is it right or wrong?			v						v		By giving this question, the teacher invited students to analyze the sentence before deciding that the answer was correct or not.
204	IV/058	Because shine is not an adjective, it is a..?		v						v			In giving this question, the teacher had already given a clue that the mentioned word does not belong to an adjective. Then, she simply asked students which part of speech 'shine' belongs to.
205	IV/059	Alright, yes nomor 2 ? Alright, yes, number 2?	v				v						This question called for students' answer for number 2 and it consisted of a single correct answer.
206	IV/060	Any other answer, please?	v					v					This question offered a chance for students to express another answer upon the question discussed.
207	IV/061	Come on, number two?	v				v						This question called for students' answer for number 2 and it consisted of a single correct answer.
208	IV/062	How's the situation?	v					v					The question invited students to describe situation in the given sentences. This potential activity was resulted from students' comprehension of the text.
209	IV/063	Okay, because it is that Jasmines are more fragrant than.....?	v					v					Students were learning about comparative sentences and exposed to two different sentences to be concluded. Students needed to comprehend two sentences so that they would be able to restate the idea in one sentence.
210	IV/064	Okay, any different answer?	v					v					This question offered a chance for students to express another answer upon the question discussed.
211	IV/065	How about cycling?	v				v						Looking at the previous and subsequent utterances, the question was actually "What if it starts with 'cycling'?" and it elicited student's responses in form of a sentence beginning with the word 'cycling'.
212	IV/066	Alright, good. Number 5?	v				v						This question called for students' answer for number 5 and it consisted of a single correct answer.
		<i>Mudah dibawa, jadi tahu artinya portable?</i>											This question merely called for a single correct response, that is whether or not

213	IV/067	Easy to carry, so you know the meaning of portable?	v					v					they know the meaning of portable.
214	IV/068	What did you learn from this?	v					v					This question did not asked for students' expressing values, but likely to recall memory of what has been learnt from that day's materials.
215	IV/069	Ok, what else?	v					v					This question recalled students' memory of what has been learnt from that day's materials.
216	IV/070	Compare or comparison?	v					v					As the student performed an answer 'compare...' upon the previous question, the teacher tried to correct it by supplying alternative form. This led students to choose one of two stated choices as the correct one.
217	IV/071	And then, what we compare?	v					v					This question recalled students' memory of what has been learnt from that day's materials.
218	IV/072	Ok, have you learn about simile?	v					v					A former utterance has not yet talked about this topic and so did the subsequent utterances. This question merely focused on whether students have learnt about simile, not in giving prompts to them related to any upcoming material.
219	IV/073	<i>Tadi anak anak mengatakan adjective itu tadi... apa tadi?</i> You said that adjective... what did you say?	v					v					This utterance only directed students to repeat what has been uttered.
220	IV/074	<i>Bisa apa saja tadi?</i> What are the forms of adjective?	v					v					This question merely recalled students' memory about materials taught.
221	IV/075	Yes, then what else you know about adjective?	v					v					To deal with this question, students were required to mention materials that they have previously acquired.
222	IV/076	Number, size, then?	v					v					To deal with this question, students were required to mention materials that they have previously acquired.
223	IV/077	...what is origin?	v					v					This question merely called for a single correct response, that is whether or not they know the term 'origin'.
224	IV/078	So, what is it?	v					v					This question merely called for a single correct response, that was asking about what 'origin' is.
225	IV/079	What is silk shirt?	v					v					This question merely called for a single correct response, that is whether or not they know the meaning of the phrase mentioned.
226	IV/080	You know silk?	v					v					This question merely called for a single correct response, that is whether or not they know the word 'silk'.
227	IV/081	Wooden shoes?	v					v					This question merely called for a single correct response, that is whether or not they know the meaning of the phrase mentioned.
228	IV/082	<i>Artinya apa ya anak anak?</i> What does it mean, students?	v					v					This question merely called for a single correct response, that is whether or not they know the meaning of the phrase mentioned before.
229	IV/083	What's the Indonesian for that?	v					v					This question merely called for a single correct response, that is whether or not they know the Indonesian word for the phrase previously mentioned.
230	IV/084	<i>Maksudnya, bahwa ukuran itu mendahului apa?</i> It means that size is prior to...?	v					v					The question was actually asking about adjective order. The teacher demanded students to mention the order of adjective following size category.

231	IV/085	<i>Cincin Emas kecil</i> , what do you say?	v					v					This question merely did not only call for a response that is the English word for the phrase mentioned, but also required students to do so by making use of principles that was previously discussed.
232	IV/086	<i>Okay kalau ini, dua tas plastik?</i>	v					v					This question merely did not only call for a response that is the English word for the phrase mentioned, but also required students to do so by making use of principles that was previously discussed.
		Okay, how do you say this: <i>dua tas plastik</i> ?											
233	IV/087	<i>Bisa memberi contoh yang lain?</i>					v						The teacher has given students a practice to make a noun phrase using the principle of adjective order. In this chance, teacher gave a chance to make one by themselves.
		Can you give me another example?											
234	IV/088	How about the three little pigs?	v					v					There was a student made a sentence and it reminded the teacher to the title of a story which resembled the phrases mentioned. Then, the teacher simply asked students whether or not 'three little pigs' could be considered as a phrase as well.
235	IV/089	Have you ever heard the story?	v					v					This question merely recalled students' memory whether or not they have heard the story.
236	IV/090	...have you ever heard the story called Goldilocks?	v					v					This question merely recalled students' memory whether or not they have heard the story.
237	IV/091	<i>Urutannya mana?</i>											Though it has not been taught yet, the teacher tested students about adjective order. For those who have learnt this material or simply have read from the book, this question recalled their memory on the order of adjectives used in a phrase.
		How is the order?	v					v					
238	IV/092	<i>Okay, apa sih artinya itu?</i>											Before uttering this question, the teacher asked students to read an example. The raising question was intended to check students' comprehension upon the example provided.
		Okay, what does it mean?	v					v					
239	IV/093	The second one?	v					v					There are two examples provided. This question was uttered to check students' comprehension upon the second example provided.
240	IV/094	<i>Kalo mata biru bola pingpong, how to say that?</i>					v						By uttering this question, the teacher asked to use students' previously acquired principles to deal with Indonesia phrases they're challenged to translate.
		How do you say <i>mata biru bola pingpong</i> ?											
241	IV/095	How to say that?					v						By uttering this question, the teacher asked to use students' previously acquired information to deal with those Indonesia phrases.
242	IV/096	<i>Nanti ada jadi pingpong ball, apa tadi?</i>					v						By uttering this question, the teacher asked to use students' previously acquired information to deal with Indonesia phrases they're challenged to translate.
		It could be pingpong ball, how do you say that?											
243	IV/097	what's the conclusion of the comparison?	v					v					This question did not asked for students' creating something new, but likely to recall memory of what has been learnt from that day's materials and conclude them.
244	IV/098	Is it true?				v						v	This question was invited students to analyze their answers before identifying them as correct sentences or not.
245	IV/099	When you say Catty is bigger than Birdie, you compare two things or not?	v					v					The teacher and students were discussing about comparatives. The teacher supplied students with alternatives whether or not it employed a comparative sentences to contrast two things.

246	IV/100	Is it the comparison or not?	v					v					The teacher and students were discussing about comparatives. The teacher supplied students with alternatives whether or not it employed a comparative sentences to contrast two things.
247	IV/101	Two or more than two?	v					v					The class was discussing about comparatives. The teacher supplied students with alternatives whether or not the word employed in a comparative sentences has two or more than two syllables.
248	IV/102	Easy?	v					v					It's not asking whether the question is easy or not but asking what's the comparative form of 'easy'.
249	IV/103	Beautiful?	v					v					It's asking what's the comparative form of 'beautiful'.
250	IV/104	Clever?	v					v					It's asking what's the comparative form of 'clever'.
251	IV/105	How to say this?		v					v				This question asked students to answer by making a sentence based on two sentences.
252	IV/106	Okay, what do you think guys?			v							v	The word 'think' there invited their opinions about the sentence to construct. Previous discussion encouraged students to analyze first then express their views.
253	IV/107	Not bigger, so what?		v						v			As one of the student said that the word 'bigger' was not properly used in the sentence, the teacher elicited students' response of what the best word can be used to replace 'bigger'.
254	IV/108	Taller? Make the sentence, please.					v					v	The simple utterance 'taller' here might be considered as asking for confirmation, yet looking for the next utterance, it was intended to make students creating a sentence using the word 'taller'.
255	IV/109	Alright, any other idea?					v					v	There was a given picture showed in front of the class and the students were required to create sentences based on the picture. Here, the teacher encouraged other students to try to make different sentences.
256	IV/110	Jean is the girl or the boy?	v					v					The question merely asked students to see the picture on the slide and matched whether the character Jean is a boy or a girl.
257	VI/111	John?	v					v					The question merely asked students to see the picture on the slide and matched whether the character John is a boy or a girl.
258	IV/112	Tom?	v					v					The question merely asked students to see the picture on the slide and matched whether the character Tom is a boy or a girl.
259	IV/113	What do you say?					v					v	There was a given picture showed in front of the class and the students were required to create sentences based on the picture. Many students tried to do so. Here, the teacher encouraged students to say a sentence to conclude those previous sentences.
260	IV/114	Do you think Tom is old?			v							v	Two students tried to make a concluding sentence and one of them stated that 'Tom is old'. The teacher confirmed students' answer by uttering this question and it actually invited students' opinion why they judged so.
261	IV/115	Okay, so... <i>Siapa lagi yang nyoba?</i>					v						There was a given picture showed in front of the class and the students were required to create sentences based on the picture. Many students tried to do so. Here, the teacher encouraged students to say a sentence to conclude those previous sentences.
		Okay, so... Who wants to try?					v						

262	IV/116	How about Tom?	v					v					There was a given picture showed in front of the class and the students were required to create a concluding sentence based on the picture. Many students tried to do so. Here, the teacher particularly asked students the correct idea of creating a sentence about Tom.
263	IV/117	You know <i>beo</i> ?	v					v					This question merely called for a single correct response, that is whether or not they know 'beo'.
264	IV/118	You know parrot?	v					v					This question merely called for a single correct response, that is whether or not they know 'parrot', which is exactly the same thing as 'beo'.
265	IV/119	What did parrot do?	v					v					For those who already knew about parrot, this question recalled their previously acquired information about what the parrot does.
266	IV/120	Do you know what to be like parrot?	v					v					For those who already knew about parrot, this question recalled their previously acquired information about what the parrot likely does.
267	IV/121	<i>Kalo mau wawancara berarti memberi apa?</i> If you are going to have an interview, what will people share?					v					v	This required students to imagine that they would have an interview. This question encouraged them to think creatively what would they share in the interview.
268	V/001	What does the text about?	v					v					This question led students to comprehend the text to perform the correct answer.
269	V/002	What's the answer?	v					v					This question called for students' answer and it, of course, consisted of a single correct answer.
270	V/003	It should be... D?	v					v					This question was actually asked for students' answer in a particular number on the test but might direct students to regard D as the correct answer.
271	V/004	Number.. Nine?	v					v					This question called for students' answer for number 9 and it consisted of a single correct answer.
272	V/005	Pass through?	v					v					This question was actually asked for students' answer in a particular number on the test but might direct students to regard 'pass through' as the correct answer.
273	V/006	Which one you choose?		v							v		This question allowed learners to examine multiple choices provided before choosing one of them which considered as the correct answer.
274	V/007	Number 14?	v					v					This question called for students' answer for number 14 and it consisted of a single correct answer.
275	V/008	What's the answer?	v					v					This question called for students' answer and it consisted of a single correct answer.
276	V/009	The answer?	v					v					This question called for students' answer and it consisted of a single correct answer.
277	V/010	The key, the key?	v					v					This question merely asked the key answer of the test given. In this session, the teacher discussed question items in <i>Tes Pendalaman Materi</i> and the students have already got the key answer.
278	V/011	Which number that you feel you should discuss?		v							v		In this session, the teacher discussed questions in <i>Tes Pendalaman Materi</i> . She used this utterance to invite students' question of any number on the test.
279	V/012	A, B, C, or D?	v					v					This question called students to select the test package, whether it is A, B, C, or D, which was going to discuss.

280	V/013	A okay, what number?	v					v						This question called for students' answer in form of a single correct answer. This did not employ complex thinking, but only matched the number on the test paper.
281	V/014	What page is that?	v					v						This question called for students' answer in form of a single correct answer. This did not employ complex thinking, but only matched the page on the test paper.
282	V/015	Oh it's a report?	v						v					To determine what kind of text it is, the students needed to comprehend the text as well as looking at linguistic features embedded in the text.
283	V/016	So 24 should be....?	v					v						This question called for students' answer of question number 24 and it consisted of a single correct answer.
284	V/017	Then, 25 kenapa dengan 25?												To be able to answer this question, students were required to analyze question and answer number 25 to determine whether or not there was something wrong in it.
		Then, what's wrong with 25?			v								v	
285	V/018	The main idea of paragraph 3?	v						v					Most of the questions in TPM was reading and here, this question required students to identify the main idea of paragraph 3 by doing a comprehension of the text.
286	V/019	Siapa yang tadi tanya 25, ayo jawabanmu apa?	v					v						This question called for students' answer upon the question number 25.
		Who asked number 25, what's your answer?												
287	V/020	26: What can be learned from the text?	v						v					Most of the questions in TPM dealt with reading and this question required students to comprehend the text.
288	V/021	Be faithful in our friendship?	v						v					This question was actually asked for students' answer in a particular number as it's asked in the previous question, but it might direct students to regard this option as the correct answer.
289	V/022	Which one do you choose?		v								v		This question allowed learners to examine multiple choices provided before choosing one of them which considered as the correct answer.
290	V/023	C? No.. C apa itu?												This question was actually asked for students' answer in a particular number as it's asked in the previous question, but it might direct students to disregard this option as the correct answer, as the teacher said 'No'. It merely asked about what option C is.
		C? What is it?	v					v						
291	V/024	Ya, jadi kamu ingin melihat dari sisi bat-nya?	v						v					Some students had different answer with the teacher related to moral values in a text. The students gave arguments that they determined the answer by looking at another character's perspective. Here, the teacher asked for confirmation about that.
		Okay, so you want to see from bat's perspective?												
292	V/025	Dari sisi bat-nya yang mana?	v						v					The teacher, furthermore, asked this question to verify students' opinions.
		Which bat's point of view do you mean?												
293	V/026	Don't be envious to other people?	v						v					This utterance was actually read by the teacher from the option on the test. It was intended to confirm students' answer upon the question discussed.
294	V/027	That's actually what it is talking about, what is it?	v						v					This question required students to comprehend the text.
295	V/028	You know this one is only, is only... what is it?	v						v					This question required students to comprehend the text.
296	V/029	What is the announcement about?	v						v					This question required students to comprehend the announcement text.

297	V/030	<i>Barang yang boleh dan tidak boleh, berarti apanya?</i> The permitted stuff and the restricted one, so what is it?	v						v							This question invited students to infer from teacher utterances, or prompts, so that they arrive at what was meant by the teacher.
298	V/031	38.. alright, B 38 what's the question?	v						v							This question asked for the question in number 38 and it was simply answered by looking at the page.
299	V/032	<i>Itu di paragraf berapa ya kira-kira, in what paragraph?</i> In what paragraph is it?	v						v							To identify the answer was in which paragraph, students should surely comprehend the text.
300	V/033	You know the meaning of that question?	v						v							As they move to the next number, the teacher ensured that students already knew the meaning of the question.
301	V/034	So, what is the reason?	v						v							This question led students to comprehend the text to perform the correct answer.
302	V/035	Why Mulan take place her father?	v						v							This question led students to comprehend the text to perform the correct answer.
303	V/036	<i>Gimana?</i> How?				v								v		This question might signify "How was the test?" and led students to reflect how the test impressed themselves.
304	V/037	I don't know, what did you say?	v						v							This utterance asked for student's repetition of what has been uttered.
305	V/038	...then what it should be?	v						v							This question called for students' answer and it consisted of a single correct answer.
306	V/039	Should be what?	v						v							This interrogative sentence was in English but employed Indonesian structure. Though this utterance is quite unusual in terms of syntactical form, this question functioned to call for students' answer.
307	V/040	...in what paragraph is that?	v						v							To identify the answer was in which paragraph, students should surely comprehend the text.
308	V/041	<i>...ini yang jawabannya yang mana?</i> What's the answer?	v						v							This question called for students' answer and it consisted of a single correct answer.
309	V/042	Come on, what text?	v						v							This question encouraged students to ask so that they could have a discussion upon the questions and answers.
310	V/043	How come?				v								v		The teacher, furthermore, ask this question to verify students' answer and encourage them to include their reasons.
311	V/044	Paragraph?	v						v							This question called students to mention which paragraph that the students meant. It only required them to take a look in the test paper.
312	V/045	<i>You can learn from the text there, jadi lebih ke the direction kan itu? It should be.....?</i> You can learn from the text there, so it's likely the direction. It should be.....?	v						v							This question called for students' answer by directing them to a particular option. It was achieved by previous utterances which discussed about a question and multiple choices given.
313	VI/001	Number 6?	v						v							This question called for students' answer for number 6 and it consisted of a single correct answer.
314	VI/002	You said 6 before.. Number 15?	v						v							This question called for students' answer for number 15 and it consisted of a single correct answer.
315	VI/003	Jawabanmu apa?	v						v							This question called for students' answer and it consisted of a single correct



315	VI/003	What's your answer?	v					v						answer.
316	VI/004	<i>D, D itu opo?</i>	v					v						This question only required students to see option D on the test paper.
		D, what is option D?												
317	VI/005	<i>Kalo C bagaimana?</i>	v						v					This question required students to see option C on the test paper. It also asked them to comprehend the text or simply a question item before deciding whether or not C is the best answer.
		What about C?												
318	VI/006	<i>Darimana?</i>	v						v					Prior to this utterance, a correct answer had been determined. Then, the teacher tried to verify the answer and encouraged them to show where they obtained that answer.
		Where can you find the answer?												
319	VI/007	Asking for detailed infor.....?	v					v						Students and the teacher were discussing about strategies of answering a question. One of the question was asking for detailed information. The teacher prompted students to know this by provide an incomplete utterance and made students to guess the rest.
320	VI/008	What's the answer for this kind of questions?	v					v						This question called for students' answer and it consisted of a single correct answer.
321	VI/009	<i>A: dispatch logistics, itu ada di paragraf berapa?</i>	v						v					To identify the answer was in which paragraph, students should surely comprehend the text.
		A: dispatch logistics, in which paragraph is that?												
322	VI/010	By the way, you know the meaning of dispatch?	v					v						This question merely called for a single correct response, that is the meaning of the word 'dispatch'.
323	VI/011	<i>Kalau menurut teks ini, yang mana si yang benar, kata dispatch?</i>	v						v					This question asked for students to guess the meaning of a word. However, asking the meaning here did not merely recalled memory of vocabulary but required them to understand the text in which the word 'dispatch' embedded.
		Based on this text, which is the correct one for the word dispatch?												
324	VI/012	Here in this context, which one you choose?			v								v	This question asked for students to guess the meaning of a word. However, asking the meaning here did not merely recalled memory of vocabulary but required them to understand the text in which the word 'dispatch' embedded.
325	VI/013	Which one you choose?			v								v	This question asked for students to guess the meaning of a word. However, asking the meaning here did not merely recalled memory of vocabulary but required them to understand the text in which the word 'dispatch' embedded.
326	VI/014	You?	v					v						This utterance was a simplification of 'What is your answer?' to get a student to reply the question.
327	VI/015	<i>Bener nggak itu?</i>			v								v	To be able to answer this question, students were required to analyze the question item and their answer to determine whether or not it was correct.
		Is it correct?												
328	VI/016	Yes or No?	v					v						This alternative sentence functioned similarly with the previous question: Yes was for correct and No simplified incorrect. To be able to answer this question, students were required to analyze a given task.

329	VI/017	<i>Paragraf yang menyatakan paragraf yang mana?</i> Which paragraph says so?	v					v								To identify the answer was in which paragraph, students should surely comprehend the text.
330	VI/018	<i>Jadi apa?</i> So, what is the answer?	v					v								This question called for students' answer and it consisted of a single correct answer.
331	VI/019	<i>C disini dikatakan, ada nggak pernyataan itu?</i> It is stated in C, is there any similar statement?	v					v								To identify the answer was in which paragraph, students should surely comprehend the text.
332	VI/020	<i>Then in paragraph 3, pernyataan disini tadi, is it right or not?</i> Then, in paragraph 3, is this statement right or not?			v								v			To deal with this question, students should come to paragraph 3 and comprehend the statement on the text before deeply analyzing if the statement was correct or not.
333	VI/021	<i>Okay, jadi kalau begitu yang benar jawabannya adalah yang....?</i> Okay, so the correct answer is...?	v					v								This question called for students' answer and it consisted of a single correct answer.
334	VI/022	42: What text is it?	v					v								To determine what kind of text it is, the students needed to comprehend the text as well as looking at linguistic features embedded in the text.
335	VI/023	What's strict?	v					v								This question merely called for a single correct response, that is the meaning of the word 'strict'.
336	VI/024	What do you say strict in Bahasa Indonesia?	v					v								This question merely called for a single correct response, that is the Indonesian word for 'strict'.
337	VI/025	what do you say in Bahasa Indonesia?	v					v								This question merely called for a single correct response, that is the Indonesian word for 'strict'.
338	VI/026	<i>It means the rule, aturannya harus diapakan?</i> It means the rule, how do people treat the rule?	v					v								Since it has something to do with the previous question, this utterance was actually intended to prompt students coming to the best answer. Here, the teacher probed them, 'If the rule was strict, so how do people treat the rule?'
339	VI/027	Should be neglected?	v					v								This utterance was actually intended to prompt students coming to the best answer. Here, the teacher probed them by mentioning one of the option given.
340	VI/028	Should be respected?	v					v								This utterance was actually intended to prompt students coming to the best answer. Here, the teacher probed them by mentioning one of the option given.
341	VI/029	23?	v					v								A very simple word here was considered as a simplification of 'Is it question number 23 that you ask?'. This question invited responses in form of "Yes" or "No".
342	VI/030	why did the writer think that the coffeeshop wall is composed by the wood one?	v					v								This question was raised to look for detailed information in the passage. It was only achieved by doing comprehension of the text.
343	VI/031	<i>Jadi kalau itu dicari di paragraf berapa ya?</i> So, in what paragraph is it?	v					v								To identify the answer was in which paragraph, students should surely comprehend the text.
344	VI/032	Okay, is that also your answer?	v					v								This question called for students' answer and it consisted of a single correct response. However, here she emphasized to ask if the student's answer was the same as other students.



364	VII/017	Trespassing and loitering, trespassing means <i>apa</i> ?	v					v				This question merely called for a single correct response, that is the meaning of the word 'trespassing'.
		Trespassing and loitering, what does trespassing mean?										
365	VII/018	While loitering is almost like... what is it?	v					v				This question merely called for a single correct response, that is the meaning of the word 'loitering'.
366	VII/019	So, what's the answer?	v					v				This question called for students' answer and it consisted of a single correct answer.
367	VII/020	then what's your answer?	v					v				This question called for students' answer and it consisted of a single correct answer.
368	VII/021	D?	v					v				This utterance was condensed from 'Is your answer D?' so it only required 'Yes' or 'No' as a response expected.
369	VII/022	So, what can I do?		v					v			They were discussing questions and answers in the TPM and found that there was a question which had two possible answers. The teacher uttered this question to promote students to give suggestion.
370	VII/023	It means <i>ya</i> you should not pass along?	v					v				This question was actually asked for students' answer in a particular number, but it might direct students to regard the option 'You should not pass along' as the correct answer.
371	VII/024	<i>Gimana?</i>		v					v			This question was actually asked for students' opinion of the answer in a particular number that has been discussed. It allowed learners to express their views if they disagreed with the answer decided.
		How?										
372	VII/025	Do you know what I mean?	v					v				This question only asked for whether or not they understood what was meant by the teacher.
373	VII/026	Is it challenging or not?			v						v	As the teacher and students have discussed quite complicated question, the teacher raised this utterance. To judge whether or not the question was challenging, the students use their basic information upon which to base their evaluation.
374	VII/027	So what's the meaning of dispatch here in the context?	v					v				This question asked for students to guess the meaning of a word. However, asking the meaning here did not merely recalled memory of vocabulary but required them to understand the text in which the word 'dispatch' embedded.
375	VII/028	We have 15?	v					v				This question can be answered by merely matching the current state.
376	VIII/001	How about 11?	v					v				This question called for students' answer for number 11 and it consisted of a single correct answer.
377	VIII/002	Listening to...?	v					v				Since the students (the hearer) did not produce response toward the questions 'What do you have to do?', the teacher prompted by uttering the answer but left incomplete.
378	VIII/003	How many parts are there in this unit?	v					v				This question can be answered by merely looking at the page.
379	VIII/004	What is the first question?	v					v				This question can be answered by merely finding the piece of information asked in the listening worksheet.
380	VIII/005	It's asking for....?	v					v				Since the students (the hearer) did not produce response toward the previous question, the teacher gave a prompt by uttering the answer but left incomplete to function as a question.

381	VIII/006	What is the notice about?	v					v					It was a typical question of reading test, which could only be answered by doing comprehension of the text.
382	VIII/007	what kind of information?	v					v					It was a typical question of reading test, which could only be answered by doing comprehension of the text.
383	VII/008	What is the notice?	v					v					It was a typical question of reading test, which could only be answered by doing comprehension of the text.
384	VIII/009	So, information about what?	v					v					It was a typical question of reading test, which could only be answered by doing comprehension of the text.
385	VIII/010	Or what is the information about?	v					v					It was a typical question of reading test, which could only be answered by doing comprehension of the text.
386	VIII/011	What is the text?	v					v					It was a typical question of reading test, which could only be answered by doing comprehension of the text and/ or identifying linguistic features as well as generic structure of the text.
387	VIII/012	The name of the text?	v					v					It was a typical question of reading test, which could only be answered by doing comprehension of the text and/ or identifying linguistic features as well as generic structure of the text.
388	VIII/013	<i>Jadi nanti yang harus diperhatikan, anak-anak, apa?</i> So, what is the thing you have to pay attention?	v							v			In this session, the class was having listening activities. The recording which was going to play included a notice and the teacher asked students on which they should focus on.
389	VIII/014	What is it?	v					v					This question called for students' answer and it consisted of a single correct answer.
390	VIII/015	What do the students have ring?	v					v					This question was answered by doing comprehension of the text in the recording.
391	VIII/016	You know that question?	v					v					This question asked for the question number discussed and it was simply answered by listening to the recording.
392	VIII/017	Yes, what is it?	v					v					It was a recycling question from the former one. This question still asked for the meaning of the question in the recording.
393	VIII/018	And then number 4, why do the students tend to play the gadget?	v					v					This question was answered by doing comprehension of the text in the recording.
394	VIII/019	“Why” asking about what?	v					v					It asked students the purpose of using 'why' in a question.
395	VIII/020	What is <i>alasan</i> in English?	v					v					This question asked for students to mention the meaning of a word. It merely recalled students' memory of previously acquired vocabulary.
396	VIII/021	Why do students have to bring thermometer tomorrow?	v					v					This question was answered by doing comprehension of the text in the recording.
397	VIII/022	“Why” again, asking about what?	v					v					It asked students the purpose of using 'why' in a question.
398	VIII/023	Then, number 7.	v					v					This question called for students' answer for number 7 and it consisted of a single correct answer.
399	VIII/024	What should the student wear?	v					v					This question was answered by doing comprehension of the text in the recording.
400	VIII/025	Asking about what?	v					v					There is a question 'What should student wear?' in the recording. Then, the teacher asked students what the question implied.
401	VIII/026	And then, what time?	v					v					This question was answered by doing comprehension of the text in the recording.

402	VIII/027	Asking about what?	v					v					There is a question 'What time?' in the recording. Then, the teacher asked students <u>what the question implied</u> .
403	VIII/028	Is it easy or hard?			v							v	To deal with this question, students should analyze the text and questions in the recording <u>before judging</u> if it was easy or hard.
404	VIII/029	Who wants to answer the question for question number 1?	v					v					This question did not intend to ask 'who' but likely to ask 'what' because the expected response of this utterance was a students' answer for number 1.
405	VIII/030	Do you have the same answer?	v					v					This question offered a chance for students to express another answer upon the question discussed.
406	VIII/031	Number 2?	v					v					This question called for students' answer for number 2 and it consisted of a single correct answer.
407	VIII/032	Who wants to give the answer number 2?	v					v					This question did not intend to ask 'who' but likely to ask 'what' because the expected response of this utterance was a students' answer for number 2.
408	VIII/033	Do you have the same answer as him?	v					v					This question expected students to express another answer upon the question discussed.
409	VIII/034	Oh, no?		v								v	As the student performed the response 'No', there was a different answer upon the question given. This utterance encouraged students to analyze or to give opinions <u>why they chose the answer other than those chosen by her friends</u> .
410	VIII/035	What's your answer?	v					v					This question called for students' answer and it consisted of a single correct answer.
411	VIII/036	Do you remember where to put their bicycle?	v					v					This question was answered by doing comprehension of the text in the recording.
412	VIII/037	Number 3, please.	v					v					The form of this utterance is considered as imperatives. However, the response performed was <u>the answer of question number 3</u> .
413	VIII/038	What gadget are mentioned in the text?	v					v					This question was answered by doing comprehension of the text in the recording.
414	VIII/039	And then number 5.	v					v					This question called for students' answer for number 5 and it consisted of a single correct answer.
415	VIII/040	Is it right?		v								v	To deal with this question, students should comprehend the text and questions in the recording <u>before judging</u> if it was correct or not.
416	VIII/041	Do you have the same answer?	v					v					This question offered a chance for students to express another answer upon the question discussed.
417	VIII/042	Here, please answer number 6.	v					v					The form of this utterance is considered as imperatives. However, the response performed was <u>the answer of question number 6</u> .
418	VIII/043	Number 7?	v					v					This question called for students' answer for number 7 and it consisted of a single correct answer.
419	VIII/044	At 2 o'clock, is it right?			v							v	To deal with this question, students should comprehend the text in the recording <u>before judging</u> if '2 o'clock' was correct answer or not.
420	VIII/045	Right, number 9?	v					v					This question called for students' answer for number 9 and it consisted of a single correct answer.
421	VIII/046	So what is the announcement about?	v					v					This question was answered by doing comprehension of the text in the recording.

422	VIII/047	About the basketball training or uniform?	v					v					This question was answered by doing comprehension of the text in the recording.
423	VIII/048	and the announcement ask the students to....?	v					v					This question was answered by doing comprehension of the text in the recording.
424	VIII/049	Bring or wear?	v					v					This question was answered by doing comprehension of the text in the recording.
425	VIII/050	What are the uniforms?	v					v					This question was answered by doing comprehension of the text in the recording.
426	VIII/051	...or what uniform that is should be wear?	v					v					This question was answered by doing comprehension of the text in the recording.
427	VIII/052	Shoes and basketball....?	v					v					This question did not asked students to interpret or infer something in the text, it only required students to match the recording and uttered the word they heard to complete this utterance.
428	VIII/053	What is number 1?	v					v					This question called for students' answer for number 1 and it called for a single correct answer.
429	VIII/054	Number 2?	v					v					This question called for students' answer for number 2 and it called for a single correct answer.
430	VIII/055	Number 3?	v					v					This question called for students' answer for number 3 and it called for a single correct answer.
431	VIII/056	Jacket or jackets?	v					v					There is a response of a given question in the worksheet that included the word 'jacket' in its answer. Then, this question asked whether the word jacket in this context used s or not.
432	VIII/057	With s or without s?	v					v					There is a response of a given question in the worksheet that included the word 'jacket' in its answer. Then, this question asked whether the word jacket in this context used s or not.
433	VIII/058	Number 4?	v					v					This question called for students' answer for number 4 and it called for a single correct answer.
434	VIII/059	5?	v					v					This question called for students' answer for number 5 and it called for a single correct answer.
435	VIII/060	Number 6?	v					v					This question called for students' answer for number 6 and it called for a single correct answer.
436	VIII/061	Number 7?	v					v					This question called for students' answer for number 7 and it called for a single correct answer.
437	VIII/062	number 9?	v					v					This question called for students' answer for number 9 and it called for a single correct answer.
438	VIII/063	And.... number 10?	v					v					This question called for students' answer for number 10 and it called for a single correct answer.
439	VIII/064	Is it still easy for you?				v						v	To deal with this question, students should analyze the text and questions in the recording before judging if it was easy or hard.
440	VIII/065	You don't think so?				v						v	As the student's response was 'No' upon the previous question, the teacher raised this utterance to invite them to give opinions why they perceived the task was not easy.
441	VIII/066	Is the first letter help you?		v							v		The former task gave hints by providing the first letter to answer the question, but the current task did not. Students processed this utterance by reflect themselves and determine whether the first letter assisted them to deal with the task.

442	VIII/067	Does the first letter help you?		v							v			The former task gave hints by providing the first letter to answer the question, but the current task did not. Students processed this utterance by reflect themselves and determine whether the first letter assisted them to deal with the task.
443	VIII/068	What are they talking about?	v						v					This question was answered by doing comprehension of the text in the recording.
444	VIII/069	What are they talking about?	v						v					The teacher uttered the same question since students did not directly give the response. This functioned as the previous.
445	VIII/070	Number 2.	v						v					This question called for students' answer for number 2 and it called for a single correct answer.
446	VIII/071	Why does Nurul think that the girl is Rahmat's girlfriend?	v						v					This question was answered by doing comprehension of the text in the recording. Not all of question 'Why' called for students' reasoning skill.
447	VIII/072	What is the question number 2?	v						v					This question simply required students to take a look at the question on the page to be able to perform an answer.
448	VIII/073	Number 3: What can Rahmat see in Nature Reserve?	v						v					This question was answered by doing comprehension of the text in the recording.
449	VIII/074	Can you write Nature Reserve?	v						v					This question merely called for a single correct response, that is the spelling of the word 'Nature Reserve'.
450	VIII/075	Do you know what's the place?	v						v					This question merely called for a single correct response, that is whether or not they not the name of the place mentioned.
451	VIII/076	You know this place: Nature Reserve?	v						v					This question merely called for a single correct response, that is whether or not they not the name of the place mentioned.
452	VIII/077	What is it?	v						v					This question merely called for a single correct response, that is whether or not they not the name of the place mentioned.
453	VIII/078	What do you say in Bahasa Indonesia?	v						v					This question merely called for a single correct response, that was the Indonesian word for 'Nature Reserve'.
454	VIII/079	Alam ... yes?	v						v					Responses uttered by students have not been complete to tell 'Nature Reserve in Indonesian so that the teacher invited student's responses by saying 'Yes?' to complete the translation.
455	VIII/080	Okay, what kind of activities can people do at the beach?	v						v					The answer upon this question was not obtained by doing comprehension of the text but recognizing the habit on activities people do at the beach.
456	VIII/081	You know that question?	v						v					As there was no response given by students, the teacher checked whether the students already knew the meaning of the question.
457	VIII/082	Jakarta Convention Centre is the name of a .....?	v						v					This question merely called for a single correct response to complete the utterance.
458	VIII/083	...you know companion?	v						v					This question merely called for a single correct response, that was what's the meaning of 'companion'.
459	VIII/084	Oh yes, what is it?	v						v					It was still questioning the same thing. This question merely called for a single correct response, that was what's the meaning of 'companion'.
460	VIII/085	Number 5, you know upset?	v						v					This question simply recalled students' memory whether or not they know the word. However, the expected answer was not only 'Yes' or 'No' but also the meaning of 'upset'.
461	VIII/086	Why does Nurul think the girl is Rahmat's girlfriend?	v						v					This question was answered by doing comprehension of the text in the recording. Not all of question 'Why' called for students' reasoning skill.
462	VIII/087	Alright, can you answer?	v						v					It related to the previous question that needed to do comprehension of the text to be able to answer this question.



463	VIII/088	What can Rahmat see in the Nature Reserve?	v					v					This question was answered by doing comprehension of the text in the recording.
464	VIII/089	No, is there any information there?	v					v					This question was answered by doing comprehension of the text in the recording.
465	VIII/090	What information can you get?	v					v					This question was answered by doing comprehension of the text in the recording.
466	IX/001	You know insistence?	v					v					This question merely called for a single correct response, that was what's the meaning of 'insistence'.
467	IX/002	<i>Dispatch?</i>	v					v					Do you know the meaning of dispatch?' would be probably an extended form of this question. Since the word questioned was embedded on the text, students were required to comprehend the text to guess meaning of the word.
468	IX/003	<i>Bisa nebak kan dari situ?</i> Can you guess from the context?	v					v					Do you know the meaning of dispatch?' would be probably an extended form of this question. Since the word questioned was embedded on the text, students were required to comprehend the text to guess meaning of the word.
469	IX/004	<i>Text apa ini?</i> What text is it?	v					v					This question was answered by doing comprehension of the text in the recording. They might require to identify linguistic features and generic structures.
470	IX/005	<i>Narrative ya.. D kan, D apa C?</i> Narrative... so is it D or C?	v					v					This question was actually asked for students' answer in a particular question on the narrative text. However, this type of question might direct students to limit the option C or D as the correct answer.
471	IX/006	Which one is correct?	v					v					This question was actually asked for students' answer in a particular number as formerly enquired.
472	IX/007	Can you write fascinating?	v					v					This question merely called for a single correct response, that is the spelling of the word 'Nature Reserve'.
473	IX/008	30?	v					v					This question called for students' answer for number 30 and it called for a single correct answer.
474	X/001	We all studied about the comp....?	v					v					In this meeting, the teacher reminded students of previous materials, which is actually about comparison.
475	X/002	Do you still remember?	v					v					Uttering this question, the teacher used strategies to prompt by retrieving students' previously acquired information.
476	X/003	What are they?	v					v					Here, the teacher asked students about previous materials taught.
477	X/004	Positive, then?	v					v					Here, the teacher asked students about previous materials taught.
478	X/005	How do we use for this?		v					v				The teacher and students were discussing about principles of comparative, superlative, and positive sentences. Then, the teacher ask to apply the rule in a sentence.
479	X/006	<i>Kalau kita mau menyatakan yang sama?</i> How do you say if you want to tell that things are similar?		v					v				The teacher had talked about comparative and superlative sentence and to address students before talking about equative sentence, he asked this question.
480	X/007	What is this one here?	v					v					Here, the teacher asked students about previous materials taught.

481	X/008	What do you use?	v				v						The teacher recalled students' memory about previous materials taught. Here, she asked about a kind of word form to follow the rule of comparative sentence.
482	X/009	How about superlative?	v				v						Here, the teacher asked students about previous materials taught.
483	X/010	What should be used?	v				v						The teacher recalled students' memory about previous materials taught. Here, she asked about a kind of word form to follow the rule of superlative sentence.
484	XI/001	The, and then adjective, plus what? What?	v				v						Here, the teacher asked students about previous materials taught.
485	XI/002	So, the comparative becomes...?	v				v						This question simply called for the correct comparative form of the a particular word.
486	XI/003	Or two syllables: clever becomes...?	v				v						This question simply called for the correct comparative form of the word 'clever'.
487	XI/014	Clever becomes more what?	v				v						This question simply called for the correct comparative form of the word 'clever'.
488	XI/005	More clever or cleverer?	v				v						This question simply called for the correct comparative form of the word 'clever'.
489	XI/006	OK, now that's clever you say, more clever and the other syllables?	v					v					Though this question is a bit ambiguous, this question called students to mention other words which belong to two-syllable adjectives
490	XI/007	Can you give me more examples of adjectives with 2 syllables?	v					v					This question led students to classify what adjectives belong to two-syllable adjectives. To determine this, the students are merely required to identify the number of syllables in a particular word.
491	XI/008	What else, yes?	v					v					This question led students to classify what words belong to adjectives with two syllables, by, of course, merely identifying the number of syllables.
492	XI/009	OK, more famous, and then?	v				v						This question simply called for the correct superlative form of a particular word (famous).
493	XI/010	What else?	v					v					This question led students to classify what words belong to adjectives with two syllables, by, of course, merely identifying the number of syllables.
494	XI/011	What else?	v					v					This question led students to classify what words belong to adjectives with two syllables, by, of course, merely identifying the number of syllables.
495	XI/012	Friendly?	v					v					This question simply called for the correct superlative form of a particular word (friendly).
496	XI/013	More friendly, what else, class?	v					v					This question led students to classify what words belong to adjectives with two syllables, by, of course, merely identifying the number of syllables.
497	XI/014	Then, the comparison?	v					v					This question simply called for the correct comparative form of a particular word.
498	XI/015	Then, the next one is.... what is it?	v					v					This question led students to classify what words belong to adjectives with one syllable, by, of course, merely identifying the number of syllables
499	XI/016	What are they?	v					v					This question led students to classify what words belong to adjectives with two syllables, by, of course, merely identifying the number of syllables.
500	XI/017	You know the Indonesian for pretty?	v				v						This question merely called for a single correct response, that was what's the meaning of 'pretty'.
501	XI/018	What, who else?	v					v					This question led students to classify what words belong to adjectives with two syllables, by, of course, merely identifying the number of syllables.
502	XI/019	Do you have the same answer as him?	v					v					This question offered a chance for students to express another answer upon the question discussed.

503	XI/020	Don't you have different answer?	v					v					This question offered a chance for students to express another answer upon the question discussed.
504	XI/021	What's your answer?	v					v					This question asked students' answer and it called for a single correct answer.
505	XI/022	Which do you think is correct, class?			v							v	This utterance are performed after the teacher asked some students to read their answers toward a given task. Then, she invited students to judge which one is correct by uttering this question.
506	XI/023	So, Biology and English, the same or different?		v							v		This question leads students to judge whether it is similar or different.
507	XI/024	So, what should you use?		v					v				The teacher asked an adjective form of 'interesting' to follow the rule of equative sentence.
508	XI/025	Number 5?	v					v					This question asked students' answer for number 5 and it called for a single correct answer.
509	XI/026	Do you think so?			v							v	As the student give her answer for a particular number, the teacher want to ensure and evaluate it by giving this question.
510	XI/027	So, what's the conclusion, class?	v					v					This question did not asked for students' creating something new, but likely to recall information of what has been learnt from the materials and conclude them.
511	XI/028	so when you say old.. tua .. older: in Indonesia?	v					v					This question merely called for a single correct response, that was what's the meaning of 'older'.
512	XI/029	Lebih tua. The oldest?	v					v					This question merely called for a single correct response, that was what's the meaning of 'oldest'.
513	XI/030	What else?	v					v					This question led students to classify what words belong to adjectives with two syllables, in which it uses additional -er in comparative form. An attempt of identifying can be achieved by counting the number of syllables.
514	XI/031	Anak-anak bisa menemukan yang lain?											This question led students to classify what words belong to adjectives with two syllables, in which it uses additional -er in comparative form. An attempt of identifying can be achieved by counting the number of syllables.
		Can you find another word?	v					v					
515	XI/032	Stupid... Stupider?	v					v					As one of the student mentioned this word as a two-word syllable which its comparative form uses additional -er, the teacher asked whether it is common to say 'stupider' as a comparative form of the word 'stupid'.
516	XI/033	And then, what else?	v					v					This question led students to classify what words belong to adjectives with two syllables, in which it uses additional -er in comparative form. An attempt of identifying can be achieved by counting the number of syllables.
517	XI/034	You know comfortable?	v					v					This question merely called for a single correct response, that was whether or not the students know the meaning of the word 'comfortable'.
518	XI/035	Jadi kesimpulannya anak-anak bagaimana?											This question did not asked for students' creating something new, but likely to recall information of what has been learnt from the materials and conclude them.
		So, what is your conclusion, students?	v					v					
519	XI/036	Can you write the comparison of far here?	v					v					This question merely called for a single correct response, that was a comparative form for the adjective 'far'.
520	XI/037	So, my house is far.....?	v					v					An uncomplete sentence with raising intonation, in this case, is regarded as a question. It is also signified by previous and subsequent utterances which talk about the word 'far' and thus it elicits students response in terms of comparative form for the adjective 'far'.
521	XI/038	How to spell further?	v					v					This question merely called for a single correct response, that was a spelling of the word 'further'.

522	XI/039	How about number 3?	v				v						This question asked students' answer for number 3 and it called for a single correct answer.
523	XI/040	Number 3?	v				v						This question asked students' answer for number 3 and it called for a single correct answer.
524	XI/041	Number 4?	v				v						This question asked students' answer for number 4 and it called for a single correct answer.
525	XI/042	Then, number 5?	v				v						This question asked students' answer for number 5 and it called for a single correct answer.
526	XI/043	Number 5 is.....?	v				v						This question asked students' answer for number 5 and it called for a single correct answer. The thing which differs this to the previous is that this question represent an attempt to prompt students to produce a response.
527	XI/044	Yes, and then number 7 is... ?	v				v						This question asked students' answer for number 7 and it called for a single correct answer.
528	XI/045	Eight?	v				v						This question asked students' answer for number 8 and it called for a single correct answer.
529	XI/046	Nine?	v				v						This question asked students' answer for number 9 and it called for a single correct answer.
530	XI/047	Ten?	v				v						This question asked students' answer for number 10 and it called for a single correct answer.
531	XI/048	Okay, which one you didn't agree?		v						v			Students and the teacher were discussing answers for a particular task, in which students found out that some of their answers are different from those considered as correct. Thus, this question is uttered.
532	XI/049	<i>Yang belum cocok semuanya?</i>	v				v						Students and the teacher were discussing answers for a particular task, in which students found out that some of their answers are different from those considered as correct. However, students did not give any response soon, therefore this question is uttered.
		All answers do not match?											
533	XI/050	<i>9 sama 4?</i>	v				v						The question asked for students' confirmation whether their answers are different for number 4 and 9. This merely required students to match it with something on the page.
		Is it number 9 and 4?											
534	XI/051	Okay.. What's the last sentence for number 6?	v				v						It requires students to look at the page and read the last sentence asked.
535	XI/052	Then, after that?	v					v					This question has nothing to do with sequential order (as it includes some conjunctions of time), but more than likely called for an answer for the next number.
536	XI/053	So, the same person, ya ?	v					v					To be able to answer this question, students are required to comprehend some sentences so that they can infer whether or not it is the same person.
537	XI/054	...what is action verb?	v				v						This question merely recalled students' memory about the previous materials.
538	XI/055	<i>Bahasa inggrisnya apa?</i>	v					v					This question merely called for English words to express those utterances.
		How do you call it in English?											
539	XI/056	...what is an action verb?	v				v						This question merely recalled students' memory about the previous materials.
540	XI/057	...who still remember?	v				v						Though this question prompted students with the explanation of action verb, it merely recalled students' memory about the previous materials.
541	XI/058	...what's an action verb?	v				v						This question merely recalled students' memory about the previous materials.

542	XI/059	Example?	v				v						This question merely recalled students' memory about the previous materials.
543	XI/060	Walk, ya ... write, teach, what else?	v				v						This question merely recalled students' memory about the previous materials.
544	XI/061	...what about state verb?	v				v						This question merely recalled students' memory about the previous materials.
545	XI/062	...what is it state verb?	v				v						This question merely recalled students' memory about the previous materials.
546	XI/063	A verb that shows the ... condition of.....?	v				v						This question merely recalled students' memory about the previous materials.
547	XI/064	...of mind, of....?	v				v						This question merely recalled students' memory about the previous materials.
548	XI/065	Okay, what else?	v				v						This question merely recalled students' memory about the previous materials.
549	XI/066	Which one?		v						v			This question asked students to analyzed given information in the book. Students were allowed to open book in reviewing previous materials.
550	XI/067	What is action verb?	v				v						Since students were allowed to open the book, this question merely asked students' to read what is on the page to recall their memory about what has been previously learnt.
551	XI/068	Also?	v				v						Students are told to complete the utterance as "Also sense verb.." This question merely recalled students' memory about the previous materials.
552	XI/069	...what do you say sense in bahasa Indonesia?	v					v					This question merely called for a single correct response, that was the Indonesian word for 'sense'.
553	XI/070	What about mind verb?	v				v						Since students were allowed to open the book, this question merely asked students' to read what is on the page to recall their memory about what has been previously learnt.
554	XI/071	A verb that expresses....?	v				v						Since students were allowed to open the book, this question merely asked students' to complete teacher's utterance by reading what was on the page.
555	XI/072	...state verb adalah kata kerja yang ... apa? ...state verb is a verb that is....?	v				v						Since students were allowed to open the book, this question merely asked students' to complete teacher's utterance by reading what was on the page.
556	XI/073	is it mind verb or state verb?		v						v			The teacher previously mentioned a word then invited students to guess whether the word belongs to action verb or state verb. She incorrectly gave the alternatives because state verb is also a mind verb. However, she corrected in her next utterance.
557	XI/074	Oh sorry, is it state verb or action verb?		v						v			The teacher mentioned a word then invited students to guess whether the word belongs to action verb or state verb.
558	XI/075	Alright, write?		v						v			The teacher mentioned a word then invited students to guess whether the word belongs to action verb or state verb.
559	XI/076	Decide ... you know decide?	v				v						This question merely called for a single correct response, that was whether or not students recognize the word 'decide'.
560	XI/077	Memutuskan... mind or action? Decide... mind or action?		v						v			The teacher mentioned a word then invited students to guess whether the word belongs to action verb or state verb.
561	XI/078	Mind ... okay ... feel?		v						v			The teacher mentioned a word then invited students to guess whether the word belongs to action verb or state verb.



582	XI/099	Which one, <i>saya menantang kamu untuk bermain catur nanti sore, or ... wow, ini tugasnya sangat menantang. Which one, challenging here?</i>		v						v			A more complex question was presented after the previous prompting questions did not invite students' responses as expected. This utterance led students to integrate and analyze previous information to be able to answer this question.
583	XI/100	Which one, the first or the second?		v						v			A more complex question was presented after the previous prompting questions did not invite students' responses as expected. This utterance led students to integrate and analyze previous information to be able to opt the first or the second.
584	XI/101	<i>Masih mau mengatakan itu adalah kata kerja?</i> You keep calling it a verb?	v					v					As the students have arrived at the understanding of the word 'challenging', the teacher simply asked their confirmation.
585	XI/102	<i>...kalo state verb mengatakan kondisi apa itu?</i> ...what the condition does a state verb imply?		v						v			This question was different from the one uttered to recall student's previous information taught in the previous meeting. It required students to further
586	XI/103	<i>Nah, apakah 'challenging' disitu menyatakan kata kerja?</i> So, does 'challenging' here belong to a verb?			v						v		After given a series of questions, the students were required to conclude what part of speech it belongs to.
587	XI/104	<i>No, tugas ini menantang. Maksudnya, tugas ini apa?</i> No, this task is challenging. So what does it imply?		v						v			After given a series of questions, the students were required to conclude discussions to identify what part of speech it belongs to.
588	XI/105	<i>Kata apa?</i> What part of speech is that?		v						v			After given a series of questions, the students were required to conclude what part of speech it belongs to.
589	XI/106	<i>Almost the same ya, pola kalimatnya. Yes or no?</i> It's almost the same in terms of sentence pattern. Yes or no?		v						v			This question led students to analyze given sentences and decided whether or not it shared similarities in terms of the pattern.
590	XI/107	<i>This task is difficult. Difficult kata apa?</i> This task is difficult. What part of speech does the word difficult belong to?		v						v			Students were given a question to decide what part of speech the word 'difficult' belongs to (whether or not it belongs to a verb).
591	XI/108	<i>Nah challenging ini?</i> So how about 'challenging'?		v						v			After given a series of questions, the students were required to conclude what part of speech it belongs to.
592	XI/109	Use: Is it a state verb or action verb?		v						v			The teacher mentioned a word then invited students to guess whether the word belongs to action verb or state verb.
593	XI/110	Love?		v						v			The teacher mentioned a word then invited students to guess whether the word belongs to action verb or state verb. This is a simplification of 'What does the word 'love' belong to?
594	XI/111	Think?		v						v			The teacher mentioned a word then invited students to guess whether the word belongs to action verb or state verb.
595	XI/112	See?		v						v			The teacher mentioned a word then invited students to guess whether the word belongs to action verb or state verb.
596	XI/113	Say what?		v						v			The teacher mentioned a word then invited students to guess whether the word belongs to action verb or state verb.

597	XI/114	Express what?		v						v			The teacher mentioned a word then invited students to guess whether the word belongs to action verb or state verb.
598	XI/115	Now, and then feel?		v						v			The teacher mentioned a word then invited students to guess whether the word belongs to action verb or state verb.
599	XI/116	Afraid?		v						v			The students listed this word as a verb to classify it as an action verb or a state verb. The teacher asked them in a similar way with before.
600	XI/117	Adjective or state?		v						v			As the students listed 'afraid' as a verb to classify, the teacher tried to clarify this by providing alternative question to determine whether it is an adjective or a verb.
601	XI/118	Work?		v						v			The teacher mentioned a word then invited students to guess whether the word belongs to action verb or state verb.
602	XI/119	<i>ini... mana lagi?</i> What else?	v					v					This question required students to look at the whiteboard and mention the words written other than those which have previously said.
603	XI/120	<i>Ooh ... ya ... sudah tau ya?</i> Have you noticed?	v					v					As the teacher circled some words written in the white board, she asked students whether they knew what it implied.
604	XI/121	<i>Yang saya lingkari: what are they?</i> The circled words: what are they?		v						v			As the teacher circled some words written in the white board, she asked students whether they knew what it implied.
605	XI/122	Play and work, verb, belongs to state verb or mind verb?		v						v			The teacher mentioned a word then invited students to guess whether the word belongs to action verb or state verb.
606	XI/123	State verb or action verb?		v						v			The teacher mentioned a word then invited students to guess whether the word belongs to action verb or state verb.
607	XI/124	Alright, so belong to....?		v						v			The teacher mentioned a word then invited students to guess whether the word belongs to action verb or state verb.
608	XI/125	...how about "first"?		v						v			Students were required to identify what part of speech it belongs to.
609	XI/126	Noun?		v						v			Students were required to identify what part of speech it belongs to.
610	XI/127	<i>...apa itu tadi?</i> <i>...is it a noun?</i>		v						v			Students were required to identify what part of speech it belongs to.
611	XI/128	<i>Karena kata sifat digunakan untuk apa, sekali lagi anak-anak?</i> Once more, what's the use of adjective, students?	v						v				This question merely recalled students' memory about the previous materials.
612	XI/129	<i>kapan sih anak-anak harus mendeskripsikan sesuatu?</i> When do you describe something?		v						v			Since students have known about the use of adjective, the teacher invited them to think and imagine the moment they have to describe something.
613	XI/130	<i>...atau kapan sih membuat deskripsi, descriptive text?</i> <i>...or when do we make descriptive text?</i>		v						v			Since students have known about the use of adjective, the teacher invited them to think and imagine the moment they have to deal with descriptives?
614	XI/131	When?		v						v			Since students have known about the use of adjective, the teacher invited them to think and imagine the moment they have to describe something.
615	XI/132	When what?		v						v			Since students have known about the use of adjective, the teacher invited them to think and imagine the moment they have to describe something.



616	XI/133	When?		v					v			Since students have known about the use of adjective, the teacher invited them to think and imagine the moment they have to describe something.
617	XI/134	<i>Ketika apa saja ya?</i>		v					v			Since students have known about the use of adjective, the teacher invited them
		When is it?										to think and imagine the moment they have to describe something.
618	XI/135	<i>Kapan kalian harus mendeskripsikan?</i>		v					v			Since students have known about the use of adjective, the teacher invited them
		When do you have to describe?										to think and imagine the moment they have to describe something.
619	XI/136	<i>Susah ya pertanyaan ibu?</i>			v						v	After given a series of question, students did not give a response. The teacher,
		Is my question difficult to understand?										then, asked them if it was difficult.
620	XI/137	<i>Menjelaskan orang: kapan sih anak-anak menjelaskan orang itu?</i>		v					v			The teacher invited students to think and imagine the moment they have to
		Describing people: When do you describe people?										describe people. It allowed students to predict the situation in which describing people might be applied.
621	XI/138	When?		v					v			The teacher invited students to think and imagine the moment they have to describe people.
622	XI/139	<i>Saat ditanya, dalam kondisi apa?</i>		v					v			The teacher invited students to think and imagine the condition they have to
		When you are asked, in what condition is it?										describe people. It allowed students to predict the situation in which the
623	XI/140	<i>Bisa memberikan contoh lebih lengkap?</i>		v					v			The examples here meant other condition that call for describing people. The
		Can you give me more examples?										teacher asked students to mention another condition other than those they have
624	XI/141	...when?		v					v			The teacher invited students to think and imagine the moment they have to describe people.
625	XI/142	<i>Saat orang hilang?</i>		v					v			Basically, it related to the preceding question, but through this question, the
		Is it when people getting lost?										teacher raised one of student' answer and asked for confirmation of all students.
626	XI/143	<i>...ada orang hilang, bisa nggak to hal ini terjadi?</i>		v					v			Basically, it related to the preceding question, but through this question, the
		...is it possible to do that when there is someone getting lost?										teacher raised one of student' answer and asked for confirmation of all students.
												This question also encouraged students to think creatively in seeing any possibilities when the thing mentioned happened.
627	XI/144	Where?		v					v			The teacher invited students to think and imagine where the incident probably could happen.
628	XI/145	<i>Saat harus menemukan atau mencari ... only at the moment?</i>		v					v			The teacher invited students to think and imagine the condition they have to
		At the time we are looking for someone... Only at the moment?										describe people. It allowed students to predict the situation in which the language applied.
629	XI/146	<i>...atau saat orang hilang?</i>		v					v			The teacher invited students to think and imagine the moment they have to
		...or at the time there is someone getting lost?										describe people.
630	XI/147	<i>Kapan lagi ya harus mendeskripsikan?</i>		v					v			The teacher invited students to think and imagine the moment they have to



645	XI/162	...how do you describe the skin?	v					v				In the previous meeting, the teacher has talked about the forms of adjective and this question led students to classify what words belong to adjectives describing skin.
646	XI/163	...what adjective that you use to describe skin?	v					v				In the previous meeting, the teacher has talked about the forms of adjective and this question led students to classify what words belong to adjectives describing skin.
647	XI/164	OK, what else?	v					v				In the previous meeting, the teacher has talked about the forms of adjective and this question led students to classify what words belong to adjectives describing skin.
648	XI/165	What adjective that you use?	v					v				In the previous meeting, the teacher has talked about the forms of adjective and this question led students to classify what words belong to adjectives describing skin.
649	XI/166	<i>Oh kulitnya putih, can you use white?</i>										This question required students to think whether the word was appropriately implemented in the context.
		Oh, she has fair complexion, can you use white?		v					v			
650	XI/167	What else?	v					v				In the previous meeting, the teacher has talked about the forms of adjective and this question led students to mention another form of adjectives other than those which have previously mentioned.
651	XI/168	Face?	v					v				It was a simplification of 'What are adjectives for face?'. This question called students to mention what words belong to adjectives describing face.
652	XI/169	No, no, still on face ... oh yes?	v					v				This question called students to mention what words belong to adjectives describing face.
653	XI/170	<i>Apakah kalau dibilang handsome terus ketemu?</i>										Since one of the students raised relative adjectives, the teacher asked the class to evaluate whether the suggested adjective can describe one's face to determine missing people, for instance.
		Do you think when people give information that someone is 'handsome', he can be easily found?		v					v			
654	XI/171	<i>Wow ... jadi yang lebih spesifik, yang mana?</i>										Since one of the students raised general adjectives, the teacher asked the class to think of detailed adjectives.
		So, which one is more specific?			v						v	
655	XI/172	...oval, what else?	v					v				This question called students to mention what words belong to adjectives describing face.
656	XI/173	What is <i>jerawat</i> ?	v					v				This question merely called for a single correct response, that is the English word for 'jerawat'.
657	XI/174	<i>What is jerawat tadi?</i>										This question merely called for a single correct response, that is the English word for 'jerawat'.
		What is <i>jerawat</i> in bahasa Indonesia?										
658	XI/175	<i>...yang khusus, apa lagi ya?</i>										Since one of the students raised general adjectives, the teacher asked the class to think of specific adjectives.
		...something specific, what else?										
659	XI/176	<i>okay, so face you can check the eyes, kemudian apa lagi?</i>										This question called students to mention another adjectives describing face, but eyes.
		Okay, so face you can check eyes, then what else?										
660	XI/177	<i>Terus apa lagi ya?</i>										In the previous meeting, the teacher has talked about the forms of adjective and this question led students to mention another form of adjectives other than those





690	XIII/005	Okay, next. What is <i>berbicara</i> in English?	v				v						called for a single correct response which benefits students' memory.
691	XIII/006	...jawabanmu apa?	v				v						As the teacher found out if there was a student incorrectly answering the question, he asked students to merely mention his answer .
		...what's your answer?											
692	XIII/007	kamu, say juga?	v				v						As the teacher found out if there was a student incorrectly answering the question, he asked students to mention his answer.
		Do you answer 'say' too?											
693	XIII/008	steal.....?	v				v						This did not denote an expression of asking for confirmation, but likely a question to ask for past form of the word 'steal'. Thus, the teacher put raising intonation which also signified that the utterance was not complete yet and require students to complete it.
694	XIII/009	Kamu njawab apa?	v				v						As the teacher found out if there was a student incorrectly answering the question, he asked students to merely mention his answer .
		What's your answer?											
695	XIII/010	Yoma njawab apa?	v				v						As the teacher found out if there was a student incorrectly answering the question, he asked students to merely mention his answer .
		What's your answer, Yoma?											
696	XIII/011	Merobek atau menyobek. Yak apa?	v				v						The teacher conducted a vocabulary quiz about irregular verbs. This utterance called for a single correct response which benefits students' memory.
		What is <i>merobek</i> or <i>menyobek</i> in English?											
697	XIII/012	Tear, tore, torn... Bener ?	v				v						A right answer had been presented and this question intended to check whether students had the same answer with that previously mentioned.
		Tear, tore, torn... Do you answer correctly?											
698	XIII/013	What is <i>bersumpah</i> ?	v				v						The teacher conducted a vocabulary quiz about irregular verbs. This utterance called for a single correct response which benefits students' memory.
699	XIII/014	Verb 2?	v				v						The teacher conducted a vocabulary quiz about irregular verbs. This utterance intended students to mention its past form.
700	XIII/015	Verb 3?	v				v						The teacher conducted a vocabulary quiz about irregular verbs. This utterance intended students to mention its participle form.
701	XIII/016	Yeah, what's <i>memakai</i> or <i>menggunakan</i> in English?	v				v						The teacher conducted a vocabulary quiz about irregular verbs. This utterance called for a single correct response which benefits students' memory.
702	XIII/017	What's <i>membaca</i> ?	v				v						The teacher conducted a vocabulary quiz about irregular verbs. This utterance called for a single correct response which benefits students' memory.
703	XIII/018	Oke, apa, bisa atau dapat?	v				v						The teacher conducted a vocabulary quiz about irregular verbs. This utterance called for a single correct response which benefits students' memory.
		Okay, what is <i>bisa</i> or <i>dapat</i> in English?											
704	XIII/019	What is <i>akan</i> ?	v				v						The teacher conducted a vocabulary quiz about irregular verbs. This utterance called for a single correct response which benefits students' memory.
705	XIII/020	You know what I mean?	v				v						This question only asked for whether or not they know what they were discussing.

706	XIII/021	Okay friends, when you look at us, yes he is tall, and he is.....?	v					v					To start the discussion about comparative, the teacher invited two students to come in front of the class. Taking a benefit from them, the teacher asked students to compare them in terms of height and encouraged other students to say something about that.
707	XIII/022	<i>Jadi, Izza yang paling....?</i> Thus, Izza is the most.... ?	v					v					The teacher asked students to compare them in terms of height and directed students to say a conclusion using superlative sentences.
708	XIII/023	So, how do you say in English?	v					v					This question likely asked for the translation of a given utterance.
709	XIII/024	How will you say in English?	v					v					This question likely asked for the translation of a given utterance.
710	XIII/025	Adit is.....?	v					v					By looking at the previous utterances, this question asked to translate an Indonesian comparative sentence by prompting students to complete his utterance.
711	XIII/026	<i>He is... kalau dia lebih tinggi dari Izza?</i> He is... How do you say ' <i>dia lebih tinggi dari Izza</i> '?	v					v					This question likely asked for the translation of a given utterance.
712	XIII/027	I am taller than....?	v					v					By looking at the previous utterances, this question asked to translate ' <i>Dia lebih tinggi dari Izza</i> .' by prompting students to complete his utterance.
713	XIII/028	What do you think of.....?			v						v		The word 'think' in this open-ended question allow students to express their thinking about three students in front of the class.
714	XIII/029	What do you think of this and this?			v						v		The word 'think' in this open-ended question allow students to express their thinking about three students in front of the class.
715	XIII/030	<i>Yak, more fat lebih baik pakai kata apa?</i> What is the word that best replaces 'more fat'?	v					v					In this question, he asked students about the best word to use in the sentence, of course, by looking at the sentence as a whole.
716	XIII/031	Raka is....?	v					v					This question led students to make a sentence based on a given case. Here, the teacher prompted students to finish his utterance in order to form a complete structure sentence.
717	XIII/032	<i>Sekarang kalau dari perbandingan kulit, Prastowo is...?</i> Now we look at skin, Prastowo is....?	v					v					This question led students to make a sentence based on a given case. Here, the teacher prompted students to finish his utterance in order to form a complete structure sentence.
718	XIII/033	How to say something is the same?		v					v				The teacher had talked about comparative and superlative sentence and to address students before talking about equative sentence, he asked this question.
719	XIII/034	So, how will you say in English?		v					v				It functioned as the previous utterance. The teacher had talked about comparative and superlative sentence and to address students before talking about equative sentence, he asked this question.
720	XIII/035	<i>Tapi itu kan nggak jelas, apanya yang sama?</i> However, it's unclear, in what terms they share similarities?		v						v			As the students tried to answer teacher's preceding question, the teacher gave feedback toward the response, which later led them to examine, or even correct, their answer.
721	XIII/036	Yoma is as big as....?	v					v					This question led student to make a sentence based on a given case. However, the teacher prompted students to finish his utterance in order to form a complete structure sentence.
722	XIII/037	<i>Adit lebih tinggi?</i> How do you say ' <i>Adit lebih tinggi</i> ' in English?		v					v				This question does not merely ask for the translation of a given utterance, but require them to apply a particular principle to a given abstraction.

723	XIII/038	<i>Izza lebih pendek?</i>		v					v				This question does not merely ask for the translation of a given utterance, but require them to apply a particular principle to a given abstraction.
		How do you say 'Izza lebih pendek' in English?											
724	XIII/039	Izza is shorter than...?	v						v				This question led student to make a sentence based on a given case. However, the teacher prompted students to finish his utterance in order to form a complete structure sentence.
725	XIII/040	<i>Berapa suku kata, beautiful?</i>											This question can be answered by merely counting the syllables that the word 'beautiful' has. It only called for 'three' as the correct response.
		How many syllables does the word 'beautiful' have?	v						v				
726	XIII/041	<i>Naah bagaimana dengan yang lebih, dengan 3 suku kata?</i>											By looking at the context, this utterance was meant to invite students' responses on what should be added for three syllable adjectives.
		So, how about the words consisting 3 syllables?	v						v				
727	XIII/042	Clever?	v						v				This question asked for a comparative form of clever. If it was seen without looking at the context, this question could be considered to ask for confirmation to what was uttered by students.
728	XIII/043	Stupid... who's stupid?	v						v				There was a student asked about the pattern for comparative form of 'stupid' and the teacher asked this question to ask for confirmation.
729	XIII/044	<i>Siapa sih kucing yang paling cantik sedunia?</i>											The teacher required students to recall their memory whether or not they know the most beautiful cat in the world.
		Who is the most beautiful cat in the world?	v						v				
730	XIII/045	You know inferior?	v						v				This question merely called for a single correct response, that was what's the meaning of 'inferior'.
731	XIV/001	<i>...ngerti ora artine?</i>											This question only asked for whether or not they understood what was discussing.
		...do you know what I mean?	v						v				
732	XIV/002	Mention things at hospital.	v						v				This question required students to recall their memory on things they saw in a hospital.
733	XIV/003	What do you learn from this game?			v							v	After having a war ship game, the teacher encouraged students to think what values embedded in a game.
734	XIV/004	Yeah, game is fun?			v							v	To judge whether the game is fun, students actually required to express what they feel when they were playing.
735	XIV/005	Anyone wants to say their opinion?			v							v	After having a war ship game, the teacher encouraged students to think what values embedded in a game.
736	XIV/006	<i>Apa lagi?</i>			v							v	After having a war ship game, the teacher encouraged students to think another values embedded in a game other than those previously mentioned.
		What else?											
737	XIV/007	<i>Ada lagi?</i>			v							v	After having a war ship game, the teacher encouraged students to think another values embedded in a game other than those previously mentioned.
		What else?											
738	XIV/008	<i>Ada lagi, selain kerjasama?</i>			v							v	After having a war ship game, the teacher encouraged students to think another values embedded in a game other than 'cooperation'.
		Cooperation, what else?											
739	XV/001	Number 1, student number 17, please.	v						v				This question called for students' answer for number 1 and it called for a single correct answer. This functions as a question, although it employed imperative form.



740	XV/002	Number 2?	v				v						This question called for students' answer for number 2 and it called for a single correct answer.
741	XV/003	<i>Lhoh, kok 20?</i> Are you sure it is 20?	v				v						The teacher doubted a student's answer so that he uttered this question.
742	XV/004	Three, number 3.	v				v						This question called for students' answer for number 3 and it called for a single correct answer.
743	XV/005	<i>Okay, gajah apa?</i> Okay, what's gajah in English?	v					v					This question merely called for a single correct response, that was an English word of 'gajah'.
744	XV/006	<i>Gajah apa?</i> What's gajah in English?	v					v					This question merely called for a single correct response, that was an English word of 'gajah'.
745	XV/007	<i>Buffalo ki opo? eh kerbau apa?</i> What's buffalo, oops, what is <i>kerbau</i> in English?	v					v					This question merely called for a single correct response, that was an English word of 'kerbau'.
746	XV/008	<i>Yes, terus jawabannya apa?</i> Yes, so what's your answer?	v				v						This question merely called for a response as a single correct answer.
747	XV/009	<i>Ada yang berpikir kebalikannya?</i> Is there anyone who has the contrary opinion?			v						v		This question offered a chance for students to express another answer upon the question discussed.
748	XV/010	Number four, student number 21.	v				v						This question called for students' answer for number 21 and it called for a single correct answer.
749	XV/011	Okay, seven?	v				v						This question also called for the student's answer upon a given task.
750	XV/012	Fadhil is ....?	v				v						This question led student to make a sentence based on a given case. Here, the teacher prompted students to finish his utterance in order to form a complete structure sentence.
751	XV/013	<i>Okay, lebih apa sih?</i> Okay, more...?	v				v						A student already gave a response toward the previous question, but the teacher was thinking of another word which is considered more appropriate.
752	XV/014	what is the best words to replace the word for hill?	v					v					In this question, he asked students about the best word to use in the sentence, of course, by looking at the sentence as a whole.
753	XV/015	How about smaller?	v					v					Previous utterances had talked about the meaning of 'small'. This question merely called for a single correct response, that was what's the meaning of 'smaller'.
754	XV/016	Is the hill smaller than mountain?	v					v					This question required them to match the question with the fact in real life.
755	XV/017	8, student number 1, please.	v				v						This question called for students' answer for number 8 and it called for a single correct answer. This functions as a question, although it employed imperative form.
756	XV/018	9, student number 9, please..	v				v						This question called for students' answer for number 9 and it called for a single correct answer. This functions as a question, although it employed imperative form.
757	XV/019	10, student number 11, please.	v				v						This question called for students' answer for number 10 and it called for a single correct answer. This functions as a question, although it employed imperative form.



773	XV/035	Any other answer but strong?	v					v						that using the word strong. It encouraged students to know the word in its context which also described nearly the same thing as strong.
774	XV/036	Ukuran?	v					v						This question gave a hint for students to use any word belongs to adjectives of size. It can be revealed from a confirmation in teacher's subsequent utterance.
		Size?												
775	XV/037	Sofi is my.....?	v					v						This question led student to make a sentence based on a given case in the worksheet. Here, the teacher prompted students to finish his utterance in order to form a complete structure sentence.
776	XV/038	I think it's.....?	v					v						This question led student to make a sentence based on a given case in the worksheet. Here, the teacher prompted students to finish his utterance in order to form a complete structure sentence.
777	XV/039	European people usually is taller. <i>Selain taller?</i>	v					v						This question offered a chance for students to express another answer other than that using the word 'taller'.
		European people usually is taller. Any other answer?												
778	XV/040	Kamu ngisi apa e cah?	v					v						This question called for students' answer for the particular number.
		What's your answer?												
779	XV/041	The car's price is usually.....?	v					v						This question led student to make a sentence based on a given case in the worksheet. Here, the teacher prompted students to finish his utterance in order to form a complete structure sentence.
780	XV/042	Apa?	v					v						This question led student to make a sentence based on a given case in the worksheet. Here, the teacher asked students to conclude two utterances there.
		How much does the car cost?												
781	XV/043	What's the answer?	v					v						This question called student's answer for the particular number.
782	XV/044	Our penthouse is...?	v					v						This question led student to make a sentence based on a given case in the worksheet. Here, the teacher prompted students to finish his utterance in order to form a complete structure sentence.
783	XVI/001	Atau misalnya yang sama apa ya?	v					v						In this meeting, the class was instructed to observe their surroundings and made sentences based on what they observed. There was a student asking about a positive sentence, one of the type of sentences they would make. The teacher explained a little and encouraged students to think of two similar things as an example.
		Can you mention two similar things?												
784	XVI/002	Adit is taller?	v					v						One of the student read sentences they made based on observation. This declarative utterance with raising intonation was intended to confirm what the student's answer and facilitator's response.
785	XVI/003	One for superlative degree. <i>Yak, apa?</i>												It required students to create a superlative sentence making use of what they observed.
		One for superlative degree. Yes, what's your sentence?												
786	XVI/004	Dea is the youngest student in this class. Is it true?	v					v						One of the student read sentences they made based on observation. This question was intended to ask for accuracy of the sentences made.
787	XVI/005	From his physical appearance?	v					v						One of the student read sentences they made based on observation. This question was intended to ask for accuracy of the sentences made.

788	XVI/006	Mathematics book?	v				v						One of the student read sentences they made based on observation. This question was intended to confirm what the teacher heard.
789	XVI/007	Thinner?	v				v						One of the student read sentences they made based on observation. This question was intended to confirm what the teacher heard.
790	XVI/008	<i>Satu lagi yang positive?</i> Once more for positive sentence?				v						v	It invited students to create a positive sentence making use of what they observed.
791	XVII/001	Mention things, sorry, mention verbs related to sport.	v				v						Though the utterance is syntactically an imperative sentence, but it functions to elicit student's responses and tries to test student's. This question required students to make use of their memory on verbs related to sport.
792	XVII/002	Can you mention things at traditional market?	v				v						This question required students to make use of their memory on things found in traditional market.
793	XVII/003	cock, <i>apa</i> ? ...cock, then what else?	v					v					Raising intonation in this utterance signified that it elicited an answer. Student's response following the teacher's utterance denoted that it called them to mention another word regarding to things found in traditional market.
794	XVII/004	Tuna... what's Tuna in English?	v					v					This question merely called for a single correct response, that was an English word for the word 'tuna'.
795	XVII/005	<i>Red, oh red.. apa?</i> Red, oh red.. then what else?	v					v					This question called students to mention another word belongs to adjectives.
796	XVII/006	<i>Yang positif berarti yang apa?</i> What does positive sentence like?	v				v						A positive sentence had been explained by the teacher at the beginning of the class. Thus, this question required students to recall their memory on what a positive sentence is.
797	XVII/007	<i>Yang comparative dapat berapa?</i> How many comparative sentences you get?	v				v						As time was over for students to do observation and make sentences, the teacher asked them this question.
798	XVII/008	<i>Haruse gimana, Denis?</i> What is it supposed to be, Denis?		v					v				A student read the sentence he made based on observation. The teacher found it wrong and led students to analyze the sentence as well as create the correct one.
799	XVII/009	What's the correct one?		v					v				A student read the sentence he made based on observation. The teacher found it wrong and asked students to repair the sentence with this question.
800	XVII/010	The correct one?		v					v				A student read the sentence he made based on observation. The teacher found it wrong and asked students to repair the sentence with this question.
801	XVII/011	Nabilla's hair is as long as....?	v					v					A student read the sentence he made based on observation. The teacher found it wrong and prompted students to repair the sentence in order to form a complete correct sentence.
802	XVII/012	Who's student number 7?	v				v						This question called for student number 7 to merely read sentences he/ she has made.
803	XVII/013	...who's student number 11?	v				v						This question called for student number 11 to merely read sentences he/ she has made.
804	XVII/014	Student number 21?	v				v						This question called for student number 21 to merely read sentences he/ she has made.
805	XVII/015	<i>Yang pertama, sama. Apanya?</i>		v						v			The teacher encouraged students to think of previous utterances given and

805	XVII/015	The first is similar in terms of...?		v						v			determine what is comparable in those.
806	XVII/016	<i>Panjangnya, boleh nggak?</i>		v						v			The teacher encouraged students to think of previous utterances given and determine what is comparable in those. By uttering this question, he gave a prompt to them.
		May I say it is about its length?											
807	XVII/017	<i>Boleh, bener nggak?</i>			v						v		To judge whether something is correct or not, the students should investigate the sentences on the pattern of comparative sentence and the adjective use to compare.
		Is it correct?											
808	XVII/018	Which thing is similar?		v						v			The teacher encouraged students to think of two similar things based on what students observed.
809	XVII/019	<i>Merk?</i>		v						v			The teacher encouraged students to think of two similar things based on what students observed. He tried to provide a possible answer toward the previous question.
		Its brand?											
810	XVII/020	<i>Okay, jadi kalimatnya?</i>		v						v			Students and the teacher agreed that there is something comparable in those utterances, which is the brand. This question led students to make a sentence making use of that principle.
		So, how do you use it in a sentence?											
811	XVII/021	<i>Kalimat positifnya?</i>				v						v	Students and the teacher agreed that there is something comparable in those utterances, which is the brand. This question led students to make a positive sentence making use of that principle.
		The positive one?											
812	XVII/022	<i>Itu fitnah atau mengejek?</i>											From the sentences created by students, the teacher found that something did not match with the real life they observed. Then, he uttered this question.
		Is it slandering or mocking?	v						v				
813	XVII/023	Before I leave, any question?	v					v					This question merely asked students whether or not they had something unclear to clarify before the session was over.
814	XVII/024	No question?	v					v					This question merely asked students whether or not they had something unclear to clarify before the session was over.
815	XVIII/001	How many metres are there?	v						v				This question merely called students to match what was included on the page.
816	XVIII/002	<i>Okay, tadi yang point itu apa e?</i>											This question called for students' response for a particular number and it called for a single correct answer.
		Okay, what's the answer for that point?	v					v					
817	XVIII/003	Long?	v					v					The teacher utterance was considered to have a function of asking for confirmation. However, the response performed by students was 'panjang' instead and thus it likely called for meaning of a word 'long'.
818	XVIII/004	<i>Ngukur panjang?</i>											To deal with making comparative, positive, and superlative sentences, students should know something comparable. This question directed students to identify that it is the length to compare.
		You want to know its length?	v					v					
819	XVIII/005	<i>Berapa panjangnya?</i>											This question merely called students to see what was included in their observation sheet.
		How long is it?	v						v				
820	XVIII/006	Ok, how many beds are there?	v						v				This question merely called students to match what was included on the page.

821	XVIII/007	There are....?	v					v							A student read the sentence he made based on observation. The teacher prompted students in order to form a complete correct structure of a sentence.
822	XVIII/008	How many books are there?	v					v							This question merely called students to match what was included on the page.
823	XVIII/009	How many dining room are there?	v					v							This question merely called students to match what was included on the page.
824	XVIII/010	<i>Satu atau dua?</i> One or two?	v					v							This question functions as the previous. It merely called students to match what was included on the page.
825	XVIII/011	<i>Kalo satu berarti pake are apa is?</i> What should you use for stating one thing, are or is?		v					v						The word 'use' signified that the teacher encouraged students to be able to appropriately apply auxiliary verbs.
826	XVIII/012	Plants the vegetables?	v					v							In this part, the teacher challenged students to make a sentence from the word lists in a worksheet. Meanwhile, this question only required students to repeat the utterance since the teacher may not hear well or he may simply ensure student's answer.
827	XVIII/013	What's the number one?	v					v							This question called for students' answer for number 1 and it called for a single correct response.
828	XVIII/014	Number 2?	v					v							This question called for students' answer for number 2 and it called for a single correct response.
829	XVIII/015	3?	v					v							This question called for students' answer for number 3 and it called for a single correct response.
830	XVIII/016	4?	v					v							This question called for students' answer for number 4 and it called for a single correct response.
831	XVIII/017	5?	v					v							This question called for students' answer for number 5 and it called for a single correct response.
832	XVIII/018	<i>Oh nomer 3 nya ada 2, kira-kira apa?</i> Oh there are two questions for number 3, what are the answers?	v					v							This question called for students' answer for number 3 part 2 and it called for a single correct response.
833	XVIII/019	<i>Lha yang di depan?</i> How do you call if it is in front?	v						v						Students and the teacher were discussing about a house. This question called students to name a part of the house employing what information they had previously acquired before constructing the name.
834	XVIII/020	<i>...kalau tempat belakang kamu isi backyard, yang depan?</i> ...you have backyard for the area at the back, what about that in front?	v						v						Students and the teacher were discussing about a house. This question called students to name a part of the house employing what information they had previously acquired before constructing the name.
835	XVIII/021	<i>Masa mau frontyard?</i> Is it frontyard?	v					v							Students and the teacher were discussing about a house. This question called students to name a part of the house employing what information they had previously acquired before constructing the name.
836	XVIII/022	number 4?	v					v							This question called for students' answer for number 4 and it called for a single correct response.

837	XVIII/023	5?	v					v							This question called for students' answer for number 5 and it called for a single correct response.
838	XVIII/024	<i>Coba, coba, coba, ada dapurnya nggak?</i> Look at carefully, is there any kitchen?	v						v						There was a student incorrectly answering a particular number, then the teacher provided a hint for them to take a look on the page.
839	XVIII/025	<i>Nomer?</i> What number?	v					v							To be able to perform answer toward this question, students required to match it on the page.
840	XVIII/026	<i>Tujuh dapur bukan?</i> Is the answer for number 7 kitchen?	v					v							This utterance actually asked students to answer number 7 but the teacher directed students to have 'kitchen' as the answer.
841	XVIII/027	<i>Nomer 5.</i> Number 5?	v					v							This question called for students' answer for number 5 and it called for a single correct response.
842	XVIII/028	<i>Okay... enam?</i> Okay... six?	v					v							This question called for students' answer for number 6 and it called for a single correct response.
843	XVIII/029	7?	v					v							This question called for students' answer for number 7 and it called for a single correct response.
844	XVIII/030	<i>Kamu pernah lihat ada dapur di depan pintu masuk, itu pernah?</i> Have you ever seen there is a kitchen in front of the door?	v					v							There was a student incorrectly answering a particular number, then the teacher provided a hint for them to match their answer with something exists in real life
845	XVIII/031	<i>Nomor 8?</i> Number 8?	v					v							This question called for students' answer for number 8 and it consisted of a single correct response.
846	XVIII/032	9?	v					v							This question called for students' answer for number 9 and it consisted of a single correct response.
847	XVIII/033	<i>Apa?</i> What's the answer?	v					v							This question called for students' answer and it consisted of a single correct response.
848	XVIII/034	<i>Sepuluh?</i> Ten?	v					v							This question called for students' answer for number 10 and it consisted of a single correct response.
849	XVIII/035	<i>Apa?</i> What's the answer?	v					v							This question called for students' answer and it consisted of a single correct response.
850	XVIII/036	<i>Living room, nomer?</i> Living room, what number?	v					v							There was a picture on a worksheet and the teacher asked students to match the room name with the number based on the picture.
851	XVIII/037	<i>...ada yang tidak setuju dengan jawaban saya?</i> ...is there anyone disagree with my answer?				v							v		This question offered a chance for students to express another answer upon the question discussed.
852	XVIII/038	Did I ask you to make questions?	v					v							The upcoming task dealt with making question or such a thing related to that and here the teacher previously checked whether or not he had given the task.
853	XVIII/039	Task 15?	v					v							This question merely called students' response in form of Yes or No.
854	XVIII/040	Number 1?	v					v							This question called for students' answer for number 1 and it consisted of a single correct response.
855	XVIII/041	Number 2?	v					v							This question called for students' answer for number 2 and it consisted of a single correct response.

856	XVIII/042	Number 3?	v				v						This question called for students' answer for number 3 and it consisted of a single correct response.
857	XVIII/043	Desk lamp, <i>atau</i> lamp?	v				v						By looking at the context, this utterance has similar function as 'Can you name this stuff?' Thus, the question merely dealt with recognition.
		Desk lamp, or lamp?											
858	XVIII/044	4?	v				v						This question called for students' answer for number 4 and it consisted of a single correct response.
859	XVIII/045	5?	v				v						This question called for students' answer for number 5 and it consisted of a single correct response.
860	XVIII/046	6?	v				v						This question called for students' answer for number 6 and it consisted of a single correct response.
861	XVIII/047	7?	v				v						This question called for students' answer for number 7 and it consisted of a single correct response.
862	XVIII/048	8?	v				v						This question called for students' answer for number 8 and it consisted of a single correct response.
863	XVIII/049	9?	v				v						This question called for students' answer for number 9 and it consisted of a single correct response.
864	XVIII/050	10?	v				v						This question called for students' answer for number 10 and it consisted of a single correct response.
865	XVIII/051	11?	v				v						This question called for students' answer for number 11 and it consisted of a single correct response.
866	XVIII/052	13?	v				v						This question called for students' answer for number 13 and it consisted of a single correct response.
867	XVIII/053	Number 1?	v				v						This question called for students' answer for number 1 and it consisted of a single correct response.
868	XVIII/054	Number 2?	v				v						This question called for students' answer for number 2 and it consisted of a single correct response.
869	XVIII/055	3?	v				v						This question called for students' answer for number 3 and it consisted of a single correct response.
870	XVIII/056	4?	v				v						This question called for students' answer for number 4 and it consisted of a single correct response.
871	XVIII/057	5?	v				v						This question called for students' answer for number 5 and it consisted of a single correct response.
872	XVIII/058	6?	v				v						This question called for students' answer for number 6 and it consisted of a single correct response.
873	XVIII/059	<i>Apa? Itu kayaknya nampan ya ...</i>	v				v						Looking at the following utterance, this question led students to name the thing based on the picture presented on the page.
		What is that? It seems a tray...											
874	XVIII/060	7?	v				v						This question called for students' answer for number 7 and it consisted of a single correct response.
875	XVIII/061	<i>Opo?</i>	v				v						This question called for students' answer and it consisted of a single correct response.
		What's the answer?											
876	XVIII/062	Yeah, nine?	v				v						This question called for students' answer for number 9 and it consisted of a single correct response.
877	XVIII/063	Ten?	v				v						This question called for students' answer for number 10 and it consisted of a single correct response.



878	XVIII/064	Eleven?	v				v						This question called for students' answer for number 11 and it consisted of a single correct response.
879	XVIII/065	Twelve?	v				v						This question called for students' answer for number 12 and it consisted of a single correct response.
880	XVIII/066	Thirteen?	v				v						This question called for students' answer for number 13 and it consisted of a single correct response.
881	XVIII/067	<i>Fourteen ada nggak?</i>											This question called for students' answer for number 14 and it consisted of a single correct response. A different way of questioning did not mean another but asking if there was a student being able to deal with number 14.
		Is there number 14?	v				v						
882	XVIII/068	Fifteen?	v				v						This question called for students' answer for number 15 and it consisted of a single correct response.
883	XVIII/069	<i>Parutan itu apa?</i>	v					v					This question merely called for a single correct response, that was an English word for ' <i>parutan</i> '.
		What is <i>parutan</i> in English?											
884	XVIII/070	<i>Tulisannya gimana?</i>	v				v						This question merely called for a single correct response, that was a spelling of the word 'grater'.
		How to spell grater?											
885	XVIII/071	Number 1?	v				v						This question called for students' answer for number 1 and it consisted of a single correct response.
886	XVIII/072	Number 2?	v				v						This question called for students' answer for number 2 and it consisted of a single correct response.
887	XVIII/073	Number 3?	v				v						This question called for students' answer for number 3 and it consisted of a single correct response.
888	XVIII/074	<i>Apa?</i>	v				v						This question called for students' answer and it consisted for a single correct response.
		What's the answer?											
889	XVIII/075	What is the answer for number 3?	v				v						This question called for students' answer for number 3 and it consisted of a single correct response.
890	XVIII/076	4?	v				v						This question called for students' answer for number 4 and it consisted of a single correct response.
891	XVIII/077	5?	v				v						This question called for students' answer for number 5 and it consisted of a single correct response.
892	XVIII/078	6?	v				v						This question called for students' answer for number 6 and it consisted of a single correct response.
893	XVIII/079	7?	v				v						This question called for students' answer for number 7 and it consisted of a single correct response.
894	XVIII/080	8?	v				v						This question called for students' answer for number 8 and it consisted of a single correct response.
895	XVIII/081	9?	v				v						This question called for students' answer for number 9 and it consisted of a single correct response.
896	XVIII/082	10?	v				v						This question called for students' answer for number 10 and it consisted of a single correct response.
897	XVIII/083	11?	v				v						This question called for students' answer for number 11 and it consisted of a single correct response.
898	XVIII/084	<i>Nomer 12?</i>	v				v						This question called for students' answer for number 12 and it consisted of a









971	XVIII/157	Cocoon?	v					v					This question merely called for a single correct response, that was what's the meaning of 'cocoon'.
972	XIX/001	Nomor satu, membengkokkan. Apa? Number 1. What is <i>membengkokkan</i> in English?	v					v					The teacher conducted a vocabulary quiz about irregular verbs. This utterance called for a single correct response.
973	XIX/002	Menggigit... Apaa? What is <i>menggigit</i> in English?	v					v					The teacher conducted a vocabulary quiz about irregular verbs. This utterance called for a single correct response.
974	XIX/003	Apa membangun? What is <i>membangun</i> in English?	v					v					The teacher conducted a vocabulary quiz about irregular verbs. This utterance called for a single correct response.
975	XIX/004	Apa memilih? What is <i>memilih</i> in English?	v					v					The teacher conducted a vocabulary quiz about irregular verbs. This utterance called for a single correct response.
976	XIX/005	Apa menggali? What is <i>menggali</i> in English?	v					v					The teacher conducted a vocabulary quiz about irregular verbs. This utterance called for a single correct response.
977	XIX/006	Apa memaafkan? What is <i>memaafkan</i> in English?	v					v					The teacher conducted a vocabulary quiz about irregular verbs. This utterance called for a single correct response.
978	XIX/007	Apa mempunyai? What is <i>mempunyai</i> in English?	v					v					The teacher conducted a vocabulary quiz about irregular verbs. This utterance called for a single correct response.
979	XIX/008	Mengetahui apa? What is <i>mengetahui</i> in English?	v					v					The teacher conducted a vocabulary quiz about irregular verbs. This utterance called for a single correct response.
980	XIX/009	Number 10, menyembunyikan atau bersembunyi, ya apa? Number 10. What is <i>menyembunyikan</i> or <i>bersembunyi</i> in English?	v					v					The teacher conducted a vocabulary quiz about irregular verbs. This utterance called for a single correct response.
981	XX/001	What is <i>membengkokkan</i> ?	v					v					This question merely called for a single correct response, that was an English word for 'membengkokkan'.
982	XX/002	B-e-n-d, bentuk kedua , b-e-n-...? what is the past form of 'b-e-n-d'? b-e-n-...?	v					v					As the teacher had mentioned the spelling of 'bend', students were required to bring up the spelling of 'bend' in past form. Unfortunately, the teacher had given so many clues so that students merely guess the rest letter to say 'bend' in past form.
983	XX/003	kamu, kamu ngisi apa e, Fatah? What's your answer, Fatah?	v					v					This utterance called students' answer toward the vocabulary quiz and it consisted of a single correct response.
984	XX/004	What is <i>merasakan</i> ?	v					v					This question merely called for a single correct response, that was an English word for 'merasakan'.
985	XX/005	Sesuai atau pas atau patut ... apa? What is <i>sesuai</i> or <i>pas</i> or <i>patut</i> in English?	v					v					This question merely called for a single correct response, that was an English word for 'sesuai'.
986	XX/006	What is <i>meminjamkan</i> ?	v					v					This question merely called for a single correct response, that was an English word for 'meminjamkan'.
987	XX/007	What is <i>bersinar</i> or <i>bercahaya</i> ?	v					v					This question merely called for a single correct response, that was an English word for 'bersinar'.
988	XX/008	What is ... <i>menjual</i> ?	v					v					This question merely called for a single correct response, that was an English word for 'menjual'.



###	XX/025	Okay, number 4.	v					v					It led student to make a sentence based on a given case in the worksheet. Here, the teacher asked students to conclude two utterances in number 4.
###	XX/026	Danish itu lelaki atau perempuan ya? Is Danish a boy or a girl?	v					v					By uttering this question, the teacher led students to guess Danish's gender based on utterances in the task given.
###	XX/027	Five. Student number 15.	v					v					It was not intended to reveal 'who' but led student to make a sentence based on a given case in the worksheet. Here, the teacher asked students to conclude two utterances in number 15.
###	XX/028	Lima belas siapa? Who's student number 15?	v					v					It was not intended to reveal 'who' but led student to make a sentence based on a given case in the worksheet. Here, the teacher asked students to conclude two utterances in number 15.
###	XX/029	Kalo paling baik apa? How to say 'paling baik' in English?	v					v					This question merely called for a single correct response, that was an English word for 'paling baik'.
###	XXI/001	Paling buruk? How to say 'paling buruk' in English?	v					v					This question merely called for a single correct response, that was an English word for 'paling buruk'.
###	XXI/002	Apa, membengkokkan? What's 'membengkokkan' in English?	v					v					This question merely called for a single correct response, that was an English word for 'membengkokkan'.
###	XXI/003	Bend?	v					v					The next utterance indicated that this question called students to mention the spelling of the word.
###	XXI/004	B-E-N-D, bentuk kedua? What is the past form of B-E-N-D?	v					v					As the teacher had mentioned the spelling of 'bend', students were required to bring up the spelling of 'bend' in past form.
###	XXI/005	Ya, apa menggigit? Yes, what is 'menggigit'?	v					v					This question merely called for a single correct response, that was an English word for 'menggigit'.
###	XXI/006	Bentuk kedua? What is its past form?	v					v					This question merely called for a single correct response, that was the past form of 'bit'.
###	XXI/007	Bit, B-I-T. Bentuk ketiga? What is the participle form of bit?	v					v					As the teacher had mentioned the spelling of 'bit' in the past form, students were required to bring up the spelling of 'bit' in participle form.
###	XXI/008	Yuk, apa membangun? What's 'membangun' in English?	v					v					This question merely called for a single correct response, that was an English word for 'membangun'.
###	XXI/009	Memilih ... apa memilih? What's 'memilih' in English?	v					v					This question merely called for a single correct response, that was an English word for 'memilih'.
###	XXI/010	Yang kedua? What is the past form of choose?	v					v					This question merely called for a single correct response, that was the past form of 'choose'.
###	XXI/011	Chose, bentuk ketiga? Chose, what is the participle form?	v					v					This question merely called for a single correct response, that was the participle form of 'choose'.
###	XXI/012	Lima? Five?	v					v					This question merely asked students what number they were up to.
###	XXI/013	Nomer lima? Number 5?	v					v					This question merely asked students what number they were up to.



###	XXI/014	<i>Membiarkan. Apa, membiarkan?</i>	v					v								This question merely called for a single correct response, that was an English word for 'membiarkan'.
		What is 'membiarkan' in English?														
###	XXI/015	Let, let, let. <i>Iya, apa?</i>	v					v								The english word for 'membiarkan' had been uttered by the teacher himself then the raising intonation in this statement led students to merely repeat the teacher.
		Let, let, let. Yes, what is it?														
###	XXI/016	<i>Apa meminjamkan?</i>	v					v								This question merely called for a single correct response, that was an English word for 'meminjamkan'.
		What is 'meminjamkan' in English?														
###	XXI/017	<i>Apa, menyanyi atau menari, oh menyanyi atau bernyanyi?</i>	v					v								This question merely called for a single correct response, that was an English word for 'menyanyi'.
		What is 'menyanyi' or 'bernyanyi' in English?														
###	XXI/018	Yes, what is <i>tenggelam</i> in English?	v					v								This question merely called for a single correct response, that was an English word for 'tenggelam'.
###	XXI/019	<i>Menyerah ... atau melakukan mogok. Yak, apa?</i>	v					v								This question merely called for a single correct response, that was an English word for 'menyerah'.
		What is 'menyerah' or 'melakukan mogok' in English?														
###	XXI/020	Yes, what's <i>menulis</i> in English?	v					v								This question merely called for a single correct response, that was an English word for 'menulis'.
###	XXI/021	You know why I ask you, why I always ask, to do this?		v							v					This question encouraged students to investigate why they should follow that kind of activity. It actually called for students' opinion about the possible reasons in it.
###	XXI/022	You know why?		v							v					This question encouraged students to investigate why they should follow that kind of activity. It actually called for students' opinion about the possible reasons in it.
###	XXI/023	...what's that?	v					v								This question merely required students to look at on the page to produce an answer.
###	XXI/024	Has..?	v					v								A raising intonation and a response toward the utterance indicated that it belongs to a question. It actually functioned to ask student's answer for number 2 with a prompt provided by the teacher.
###	XXI/025	Number 3?	v					v								This question called for students' answer for number 3 and it consisted of a single correct response.
###	XXI/026	Okay, number 3, sorry number 29?	v					v								This question called for students' answer for number 3 and it consisted of a single correct response.
###	XXI/027	Number 4?	v					v								This question called for students' answer for number 4 and it consisted of a single correct response.
###	XXI/028	who could have borrowed the dictionary?	v						v							To be able to answer this question, students should comprehend previous utterances.
###	XXI/029	<i>Yes, kok tahu kira-kira kenapa?</i>		v							v					This is a follow-up question of the previous. The teacher intended to verify how students identify the answer.
		Yes, how do you know?														
###	XXI/030	What does it mean by state verb in your book?	v					v								As the teacher began discussing about action verbs and state verbs, he instructed students to open their books. To start his explanation, teacher uttered this question and it led students to match it with something included in the books.



###	XXI/046	Action or state?		v						v			It asked students to guess whether the verb employed in the sentence is classified into action verb or state verb.
###	XXI/047	<i>Lha kalo will call, action atau state?</i>		v						v			It asked students to guess whether the verb employed in the sentence is classified into action verb or state verb.
		How about will call, is it action or state?											
###	XXI/048	<i>Yang digarisbawah?</i>	v					v					It asked students to guess which word in the sentence was underlined.
		The underlined?											
###	XXI/049	Need: action, atau state?		v						v			The teacher mentioned a word then invited students to guess whether the verb employed in the sentence is classified to action verb or state verb.
###	XXI/050	State or action?		v						v			The teacher previously read a particular sentence then invited students to guess whether the verb in the sentence is classified to action or state verbs.
###	XXI/051	State or action?		v						v			The teacher previously read a particular sentence then invited students to guess whether the verb in the sentence is classified to action or state verbs.
###	XXI/052	<i>Apa yang digarisbawah?</i>	v					v					It asked students to guess which word in the sentence was underlined.
		Which word is underlined?											
###	XXI/053	Visit. <i>Kegiatan po?</i>		v						v			The teacher mentioned a word then invited students to guess whether the verb employed in the sentence is classified to action verb or state verb.
		Visit: Is it an action?											
###	XXI/054	My uncle and aunt want a new house, <i>yang digarisbawahi?</i>	v					v					It asked students to guess which word in the sentence was underlined before identifying the word as an action or state verb.
		My uncle and aunt want a new house, which word is underlined?											
###	XXI/055	Want: Action, state?		v						v			The teacher mentioned a word then invited students to guess whether the verb employed in the sentence is classified to action verb or state verb.
###	XXII/001	<i>Apa mengirimkan?</i>	v					v					This question merely called for a single correct response, that was an English word for 'mengirimkan'.
		What is <i>mengirimkan</i> in English?											
###	XXII/002	Verb 2?	v					v					As students were able to answer the previous question, it asked them a past form of 'send'.
###	XXII/003	Verb 3?	v					v					As students were able to answer the previous question, it asked them a participle form of 'send'.
###	XXII/004	<i>Membengkokkan, apaa?</i>	v					v					This question merely called for a single correct response, that was an English word for 'membengkokkan'.
		What is <i>membengkokkan</i> in English?											
###	XXII/005	What is <i>membangun</i> ?	v					v					This question merely called for a single correct response, that was an English word for 'membangun'.
###	XXII/006	Yeah, build. B-u-i-l-.....?	v					v					This question merely called for the spelling of the word 'build'. Unfortunately, the teacher gave much hints so that students only required to guess the rest letter to make it complete.
###	XXII/007	Verb 2 and Verb 3?	v					v					This question merely called for a single correct response, that was a past and participle form of 'build'.
###	XXII/008	What's <i>mengigit</i> ?	v					v					This question merely called for a single correct response, that was an English word for 'mengigit'.

###	XXII/009	What is <i>membiarkan</i> ?	v				v						This question merely called for a single correct response, that was an English word for 'membiarkan'.
###	XXII/010	...what is <i>memilih</i> ?	v				v						This question merely called for a single correct response, that was an English word for 'memilih'.
###	XXII/011	Past form?	v				v						This question merely called for a single correct response, that was the past word of the word previously mentioned.
###	XXII/012	<i>Bentuk kedua?</i> What is the past form?	v				v						This question merely called for a single correct response, that was the past form of the word previously mentioned.
###	XXII/013	...how do you spell it?	v				v						This question merely called for a single correct response, that was the spelling of the word previously mentioned.
###	XXII/014	Verb 3?	v				v						This question merely called for a single correct response, that was the participle form of the word previously mentioned.
###	XXII/015	How do you spell?	v				v						This question merely called for a single correct response, that was the spelling of the word previously mentioned.
###	XXII/016	How do you say <i>bertiup</i> in English?	v				v						This question merely called for a single correct response, that was an English word for 'bertiup'.
###	XXII/017	Blow... verb 2?	v				v						This question merely called for a single correct response, that was the past form of blow.
###	XXII/018	Verb 3?	v				v						This question merely called for a single correct response, that was the participle form of blow.
###	XXII/019	What's <i>menemukan</i> ?	v				v						This question merely called for a single correct response, that was an English word for 'menemukan'.
###	XXII/020	<i>Apa mengikat?</i> What is <i>mengikat</i> in English?	v				v						This question merely called for a single correct response, that was an English word for 'mengikat'.
###	XXII/021	<i>Bind, b-i-n-d, bentuk kedua?</i> What is the past form of bind?	v				v						This question merely called for a single correct response, that was the past form of bind.
###	XXII/022	<i>Bound, b-o-u-n-d, bentuk ketiga?</i> What is the participle form of bind?	v				v						This question merely called for a single correct response, that was the participle form of bind.
###	XXII/023	<i>Ya, apa mendapatkan?</i> Yes, what is 'mendapatkan' in English?	v				v						This question merely called for a single correct response, that was an English word for 'mendapatkan'.
###	XXII/024	Get?	v				v						The next utterance indicated that this question called students to mention the past form of the word.
###	XXII/025	<i>Yaa, tahu kenapa saya minta kamu untuk membaca seperti itu?</i> Do you know why I ask you to read that way?		v						v			This question encouraged students to investigate why they should follow that kind of activity. It actually called for students' opinion about the possible reasons in it.
###	XXII/026	<i>kenapa saya suruh untuk mengulangi kalau salah?</i> Why do I ask you to repeat again when making mistakes?		v						v			This question encouraged students to investigate why they should follow that kind of activity. It actually called for students' opinion about the possible reasons in it.
###	XXII/027	Why?		v						v			This question encouraged students to investigate why they should follow that kind of activity. It actually called for students' opinion about the possible reasons in it.



####	XXII/043	What's the ending sound?	v					v							ending sound for which it differs the two.
###	XXII/044	What's <i>bernyayi</i> ?	v					v							This question merely called for a single correct response, that was an English word for 'bernyanyi'.
###	XXII/045	<i>Tenggelam?</i>	v					v							This question merely called for a single correct response, that was an English word for 'tenggelam'.
		What is <i>tenggelam</i> in English?													
###	XXII/046	<i>Itu mbacanya gimana?</i>	v					v							This question merely called for a single correct response, that was the correct pronunciation of 'sink'.
		How do you pronounce that?													
###	XXII/047	<i>Mbacanya gimana?</i>	v					v							The teacher explained about the use of symbol in vocabulary lists to make students pronounce the words correctly. He, then, challenge students how to articulate those symbols.
		How do you pronounce it?													
###	XXII/048	Tank?	v					v							Students pronounced 'thank you' incorrectly. The teacher asked students' confirmation about what was uttered, that was also a request for correction of previous pronunciation.
FREQUENCY			889	153	45	25	498	391	49	105	45	25	1112		
PERCENTAGE (%)			79.84%	13.76%	4.05%	2.25%	44.79%	35.16%	4.41%	9.44%	4.05%	2.25%	100.00%		

## MEETING I

T : Now we're going to go to unit 6. It's still related with? Related to unit 5. It's about how to express your amazement. You'll listen to some dialogs and what you have to do is one, to complete the dialog, and then later on, to practice the dialog with your friend. And there will be 2 parts, part A and part B. Part A consists of 2 dialogs, dialog 1 and dialog 2. And what you have to do is to listen and then complete the dialog based on what you have heard. And then part B, you have to listen the dialog and then you have to choose A, B, C, D, E, for the correct answer. Now, before I start, I think you should read the questions in part B first, and then if you have any questions, please ask. Everyone, take a look at the questions in part B. How many questions are there?

St : 5...

T : 5, okay.. Is it clear? Yes, what is the girl doing? You know the meaning?

St : Yes...

T : Number 3, what does he express? So you have to choose the correct expression, and then number 4, what's the meaning of workers in the story? And then number 5? How if we will become like her... is a reference. What does the word 'her' refers to? Okay? And then go to part C. You, on part C, you have to listen to a text and then after that answer the questions based on what you have heard. Listen and just give the short answer only. So you have to give short answer only. Alright, there are 5 questions also, please read the 5 questions. Okay, I will play each text twice. Dua kali. You ready?

St : Yes...

T : Who haven't complete yet? <PAUSE> Number 2? <PAUSE> Number 3? <PAUSE> Right, number 4? <PAUSE> Yes, number 5? <PAUSE> Right, good. Okay, please read again, class. Try to imitate the speakers on the dialog. Can you? This is the dialog between Ivan and Bunga, so the girl as Bunga and the boys as Iva. 1, 2, 3!

(Boys and girls act out a role play activities)

T : Okay, do you still remember? Boys as Dena and then girls as Mira. Ready, class? 1, 2, 3!

(Students act out a role play activities)

T : It seems that you're not focus. Don't repeat the speaker on Jakarta. Repeat after me, Jakarta. Jakarta is a danger of flooding.

St : Jakarta is a danger of flooding.

T : What do you say?

(Students act out a role play activities)

T : Yes, true. Now, it's your turn, guys. You're ready? 1, 2, 3!

(Students act out a role play activities)

T : Alright, now go to part C. Oh part B, sorry. Part B and later Part C, okay? Listen and answer the questions.

(The teacher plays a recording)

T : Alright class, both of them, not all of them. Dialog 1 and dialog 2. Alright, I play once more. This is for the first dialog. The first dialog on part C. Part C, ya...

(The teacher plays a recording)

T : Good, okay. Next. What's the... expression of what? To respond to the girl's information. What does it mean: "Is he?" in Indonesia? Ya, benarkah.. Ya, it can be benarkah, or in Javanese could be "mosok?", "tenane?" Alright, but "tenane"....

St : (laugh)

T : If you in Bahasa Jawa you say "tenane?" If you pronounce it in different way, should be different meaning. You can say "tenane" as response that you respond to good news, then what is the other "tenane?" Good. You know the meaning, you also have in bahasa Indonesia or bahasa Jawa. Okay, number 4. What's the main character? Tough? Tough and.. determined. What is tough? Not easily to give up. Tangguh ya.. and then what's next? Determined, adjective... consistent, sungguh-sungguh could be. Determined could be bertekad, ingin, atau niat. Consistent, and also self-confident, percaya diri. Next, number 5. Who's her? The main character of ...? Okay. So, task C. What's the answer for question number 1? How do you know? What news does the boy give to the girl?

S1 : Good news...

T : Good news, okay. The news about... about....? Helloo, guys? The news about who win in the wall magazine competition. Iyaa.. and what the girl respond after hearing the news? Thanks? That's what she said, the question is: What did the girl feel? She was surprised. She was happy, what else? So she was surprised, then she say.....? What did she say?

S2 : Thank God..

T : Ya, thank God. The next one? Yang berikutnya, setelah itu, what did she say? Lupa okay, ya wis nggak papa. And then, the next one, who won the competition, class?

St : IX. B...

T : IX. B ya.. and what did the girl comment or what did the girl say about the result? She wasn't .....?

S1 : Surprised...

T : Surprised. Why?

S1 : Because...

T : Because they're very good and creative. Alright, listen to me class. You have also to practice this dialog with your partner. So, you have 8 dialogs to practice... 4 from unit 5 and 4 from this unit. Please open up your page on 143. What is it? The first well. What is well?

St : Sumur...

T : Right, but before you listen to the text, please take a look the new words. Hello, class? Take a look a new words in part A and questions in part B. Okay? There are 10 words there, please match the new words with the indonesian word. Barren? You don't know alright, skip. Earn mendapatkan penghasilan, earn money. Good. Urge, to urge?

St : Mendesak..

T : Mendesak.. and then? In vain?

St : Sia-sia..

T : Ya, sia-sia.. but it could be another word, another meaning of determined then, which one?

S3 : Memutuskan..

T : Memutuskan? Yes, to decide. Back to barren, so what's the meaning of barren? Tandus, yes.. Alright, class. Cover the meaning, cover the Indonesian word. And listen to me.

T : In vain...



St : Sia-sia...  
 T : Good. Dust?  
 St : Debu...  
 T : Determine.  
 St : Memutuskan...  
 T : Okay, earn living?  
 St : Mendapat penghasilan...  
 T : Mendapat penghasilan, right. Anxious...  
 St : Cemas...  
 T : Err, mendesak?  
 St : Urge...  
 T : Tandus?  
 St : Barren...  
 T : Okay, mengering?  
 St : dried...  
 T : Um, what else? That's all I think. Oh sia-sia?  
 St : In vain...  
 T : Now, look on part B. The question.. In 1 minute, please read the questions and if you don't understand, please ask. Alright, class, okay and here is the story about the first well. Enjoy it.

(The teacher plays the recording)

T : You know the story? What's the purpose of the story? Narrative narrative.. Come on.  
 What's the purpose of the story?  
 St : Entertain...  
 T : To entertain. Who?  
 St : Readers..  
 T : Readers or the listeners, alright.. and where was the king... Around the lake, okay. Why the people meet the king?  
 St : not rain...  
 T : Yes? It has not rained so long.. What happen?  
 St : The fields were barren.  
 T : The field were barren because it has not rained for so long... And what did the woman ask to the king?  
 S5 : To save from disaster...  
 T : To save them from disaster. Um, number 6: What did the king do then?  
 S6 : The king send his general.  
 T : The king sent his all general, yes.. To? Where? I ask where, *to*?  
 St : All directions...  
 T : Yes, to all directions. What for? To search water. How many general was succeed?  
 St : One...  
 T : Okay yes. It means that three of the general failed. And what did the 4th general find out?  
 Okay.. do you think this is the end of the story?  
 St : Nooo...  
 T : The first well part 2 and it is the part that you have to complete the text or the story. Part 2, please complete the story.

(The teacher plays the recording)

T : For the next meeting, what you have to do is practicing the dialog, choose your partner and then you come in front. Later I'll ask you to practice 1 or 2 dialog, but I choose the dialog for you.  
 Thank you. See you.

## MEETING II

T : Okay, you may start.

(Students act out a role play activities)

T : Nawan. What number....? Okay..

(Students act out a role play activities)

T : Okay, good. Thanks, Hanifa.. <pause> Um, this one is the... the first one, when the speaker asks you, can I come to you, or something else, and then sure, “what happen?” When you ask “what happen”, it means that there has been something there, but if it’s not yet, we don’t say “what happen” because “what happen” means something happens before. Ini baru mau ngomong, jadi ada apanya mungkin, you can say “what’s up?” not Whatsapp ya.. It could be like that. And then the second one, response, when you want to end the conversation and then you remember something, this is Indonesian again: “Oh iya..” Maybe you can say “anyway” or “by the way” or you say “One more thing..” Itu yang tadi kelupaan, something like that. But don’t use the Indonesian expression you translated into English. Jadi gunakan lagi, oh ya.. And then grammatical mistakes like, “Oh we are a classmate..” Are a classmate... What’s wrong with it? And then, have you heard that? “You are winning the writing competition!” You win or you won. Speak you won. Then, this one: “Do you think that I thank you her?” This one’s asking question, what’s wrong with this? I have to thank or I should thank..

St : (laugh)

T : Now, it’s your turn. “A famous writer poem..”

S1 : Itu salah, mam...

T : It should be....?

S1 : It should be a famous poem writer. And then, this one, the daughter asks, “Can I sit beside you, Mam?” And then the mom said, “Yes you can.” It’s too plain ya.. I think you, mother biasanya nggak bilang, “Can I sit beside you, Mom?” and “Yes, you can sit...” Use other expressions. Then, this is cultural I think.. and different structure. After go home, don’t go anywhere. That’s the instruction. And the daughter answer, “Yes I won’t go anywhere.” English should be consistent. If you say yes, positive. If you say no, negative. So you can’t put positive and negative together. So, you should.. “Don’t go anywhere..” jawabnya “No, I won’t go anywhere.” Okay? Ya, itu different structure. Okay, in general overall sudah bagus sekali, jadi kurang satu, listening test at the lab.

## MEETING III

- T : Assalamualaikum wr.wb. Good morning. Class
- St : Morning mam...
- T : Do you have homework, right?
- St : Yes....
- T : Task 14?
- St : Yes...
- T : 16?
- St : Yes....
- T : 17 and ....?
- St : 19.
- T : Alright, okay. One topic today is still same. It's about adjective and, adjective of....?
- S<sub>1</sub> : Describe.....
- T : To describe... to describe what?
- St : Something
- T : Something, someone, yes, okay. Adjective can be in the form of ....? Bentuknya bisa apa saja ya?
- S<sub>2</sub> : Size..
- T : Size, yes, what's the adjective of size?
- St : Big
- T : Big, small, tall, short, tiny, ... what is tiny in bahasa Indonesia?
- S<sub>3</sub> : Kecil
- T : Kecil, okay. Size what else? Shape, you... Can you mention some shape?
- S<sub>4</sub> : Circle
- T : Circle ya, circle is an adjective or a noun?
- St : Noun..
- T : Find adjective... around, yes, oval, yes.
- S<sub>4</sub> : Square...
- T : Triangle! Repeat after me, triangle..
- St : Triangle
- T : Triangle. Alright., what else? Square, yes.... Yes? Okay, size shape, then? Color! I'm sure you know all the color right?
- S<sub>5</sub> : Kind...
- T : Kind, yes, good, yes
- S<sub>4</sub> : Mean...
- T : Mean, do you know mean, class? How to spell it? M-E-A-N. Right, what else? What's Indonesian for mean?
- S<sub>4</sub> : Kasar....
- T : Kasar? Is it kasar? what do you say if.... ? <PAUSE> Then what is it? The teacher is mean.
- S<sub>5</sub> : Killer
- T : Okay, maybe you may say galak. Okay, what else? Honest, yes. Everybody should be....?
- S<sub>4</sub> : Honest..
- T : Honest.... what else? Friendly, you should be friendly to all your friends, right? What else? Careful... Careful: is it a character or not?
- St : No....

- T : What is it? Kata kerja? Careful is kata sifat, brave, iya good. So you know what is adjective, kinds of adjective, and then also the use of adjective. And then adjective can be compared, bisa di.... bisa dibandingkan, so you have comparative. What does it mean comparative? Lebih, ya.... lebih dari, right... And then, superlative. It means paling, yak okay. In comparative, what should you add? -er. What else?
- S<sub>6</sub> : more....
- T : More, if it superlative, most, before must/-est. E-S-T, yes. Now, let's check your homework. Please swap your book but as usual when I count one two three four five, from here to the right, the second row to the, the second row to the... No, it's not right, left. Then the, oh sorry, the first row is to the left, and the second row is to the right, and so on. Okay, you get it? One, hold your book, 1! Hold, hold, hold. 2, 3, 4, 5.
- T : Task 14. Halo class, listen to me. Everyone, take a look at the task 14. Alright, what happen? You are still noisy. Ada apa?
- S<sub>7</sub> : (The student mumbles)
- T : Okay, doesn't matter
- S<sub>7</sub> : (The student speaks unclearly)
- T : Siapa mencocokkan punya Gina?
- St : Cieee..... haha
- T : Why are you laughing? Okay, number one has been done for you as an example. Right? Right? Okay, so, if you leave the answer on number one. Oh number 2, please, answer it or need your answer. Rayhan yes?
- T : The fresh orange is better than the rotten apple. Ok, can you say that?
- St : Yes....
- T : On in other words, the rotten apple is worse than the fresh orange. Okay.... you can answer both of them or one of them.
- T : You can say, the rotten apple is more than fresh apple or more than one apple? now my question.
- St : More...
- T : More than one... so, you should use is or are? So, when you answer the rotten apples is worse....
- St : Than the new motorcycle
- T : Yang tadi ditambah I like new motorcycle. Ya, I do too. Alright, good. Alright, number three, okay. Tadi nomor dua sudah, nomor tiga sudah. Sekarang yang lain, please correct it by your self. Okay, ya. So, how about the use of the linking verb? The plane is or are?
- St : Is...
- T : And then the burger, is or are?
- St : Is...
- T : The high heel shoes?
- St : Are... right.
- T : So, naah, so scores, the total scores? Five, if all correct. Let's go to task 16. Task 5... 16. Fill in the blank with suitable comparison of quantity. What is quantity class? Jumlah.... Okay good. Dimas has five bicycle, while...
- T : Page 17. Page 17. Page 17. Faza, please read number one.
- S<sub>8</sub> : (The student speaks unclearly)
- T : Yes? Would you like to write on the board? jawabannya... Can you answer so for number... Oh no answer, can you? Did you do this one? Yes? Did you do this one on your book? Yes, can you answer? Number 1. Quick, be quick please, class...<PAUSE>
- T : Okay class, everyone please take a look at... Helloo? okay, tadi di nomor 7, eh 16.1,

16.2 ya answer number 2. Take a look at the answer here. Alright class, please compare these two answers. A and B, read for A. The second one? Which do you think is correct?

St : B.....

T : B, Ya... who's spent more time? Tika,, not... Right. Do you understand ?

St : Yes...

T : So, spent more time, not the Indonesian assignment. You got it?

St : Yes...

T : Good..

T : This one is number one for task seventeen. There's a problem here. Work at A and B. This is A, this is B. So, in the bookcase have more books than on the desk, and then the second one, there are more books in the bookcase than on the desk. Which do you think it's correct?

St : B...

S9 : A...

S10 : C...

T : Bukan keterangannya di awal, baru subjek kan... seterusnya, kecuali kalo keterangannya mau ditonjolkan. Nah, okay, kadang anak-anak bisa menggunakan yesterday itu di awal karena ingin menempatkan pada itu, and sometimes put yesterday at the end of sentence. Okay, any questions? Yes, fika?<PAUSE> Mmmm, it's not correct, you should start with "There are..."

T : To number 2, jadi nomor 2 bisa jawabnya, what's the answer? The correct answer number 2...? There are lagi, so there are...

St : There are viewers...

T : Viewers, you can say viewers is okay. There are....?

St : Viewers tennis in the....

T : Right, that's great. That's right, number two is the same as number....?

St : One...

T : Number 1, good. Number 3? The English book has seven chapters. What is chapter in Bahasa Indonesia?

St : Bab..

T : Bab, good. The Indonesian textbook has 7 chapters. It means...<PAUSE> Good... Once again

T : The English book has as many chapter as the Indonesian textbook

T : I've visited 5 countries. My friend, Naomi, has visited three countries. It means...

St : I visited more countries than Naomi.

T : Right, good. Goes to number 4.

Ini tadi ibu lihat ada yang belum bisa menjawab untuk task 17. Mudah-mudahan dengan dibahas bersama ini jadi tahu. Okay? It's okay you cannot, you couldn't do it. Next, number 5.

St : (The student answers)

T : Then, okay, so the answer should be...

St : This new dictionary contains more information than the old dictionary

T : Right, yes. Questions, class? Yes, for number? Number 1 and 2, alright. Number three, okay. Listen class there is question from number 3 task 17.

S12 : (The student answers)

T : As chapter.... No, you should use comparison of quantities. More or fewer, yes. Number 5, okay. It's interesting. Please read once again. You can decide class, you can decide.

S13 : (The student answers)

- T : The new dictionary.... new dictionary. Yes? Give more information: with s or without?
- S13 : With s...
- T : With s, good. More information than old dictionary? Okay. What do you think class? Please decide. Is there anything wrong with that sentence? Is there something wrong? Come on, what do you think with the sentences?
- T : Come on. Ada yang salah apa tidak sih? Yang mana si kesalahannya?
- S14 : (The student answers)
- T : Dictionary? Terus, harus dibagaimanakan? Diilangi? Apanya yang diilangi?
- St : Give
- T : Give, jadi..... come on, the new dictionary gives.....?
- St : More information than the old dictionary
- T : Alright, good. So you're not necessary to use this one anymore. Because you already use it here. Right? And you can also say when in the first sentence you already use dictionary, in the second one you can.... Hello... hellooo? When in the first, err... here in the first one you use the word dictionary, then in the second one you can substitute this one. Bisa menggantikan ini pake apa, siapa yang tahu?
- St : Old one...
- T : Old one, that's right. It's not necessary mention the word twice.
- T : How to use negative, and how to compare adjective, right? That's very good. And who got 10 for this homework? None? Mm, how about nine? Oh nine point five. How many students who got 9.5? Let me see. Ahaa, one two three four five six seven eight nine ten, okay. That's good. Nine, nine, nine. Who got 9? Raise your hand please. One, two. Eight point five, higher please. Oh 1, 2, 3, 4, 5, 6, 7, 8, ya. Mungkin masih dibawah. Iya, ada yang dapet 7? You. Why?
- S19 : Task 17nya belum dikerjain...
- T : Ah yaa..... task 17 nya belum dikerjain. Why? Lupa? Can you do it now? Or later at home. Ok, good. Ya. alright. Well, now this is a present for you. Hello, class. Because, because you are good student, you do your homework well, then everybody got good score, so I will give you this. Have you ever heard the knick knack song? Not yet? Siapa yang sudah pernah dengar?
- S12 : Knick knack?
- St : Ahaaa!
- T : Once again, faster...
- St : I love you, you love me. We are happy family with a great big hug and the kiss for me and you, hope you say you love me too
- T : Okay, and when you say "with a great big hug" and the kiss for me and you, hope you say you love me too.
- St : Hope you say you love me too..
- T : I love you, you love me. We are happy family with a great big hug and the kiss for me and you, hope you say you love me too. Can you do that?
- St : Yes....
- T : Yes, okay.. faster.. One two three
- St : I love you, you love me. We are happy family with a great big hug and the kiss for me and you, hope you say you love me too
- T : Once again
- St : I love you, you love me. We are happy family with a great big hug and the kiss for me and you, hope you say you love me too
- T : Ahaaaa, saya tadi masih mendengar ada yang nggandul
- St : HAHAHAA

T : Okay, sebetulnya.. hello? You can learn how to pronounce well by singing this song.  
And you can speak faster. Jadi pertama pelan, I love you, you love me, we are happy  
family with a great big hug and the kiss for me and you, hope you say you love me too..  
itu terus dicepetin. Lha ini sama. The same one. Jadi lupa kan ibu...

T : Alright, repeat after me. This old man...

St : This old man..

T : He plays one

St : He plays one

T : He plays my knick knack on my thumb

St : He plays my knick knack on my thumb

T : With a knick knack paddy whack

St : With a knick knack paddy whack

T : Gives a dog a bone

St : Gives a dog a bone

T : This old man comes rolling home

St : This old man comes rolling home

T : Once again

St : This old man, he plays one. He plays my knick knack on my thumb. With a knick knack  
paddywhack, gives a dog a bone.. This old man comes rolling home.

T : Okay, here, two-shoe. The same rhyme, right? Iramanya sama kan? Two-shoe

St : Three, knee, four-door. Five-hive

T : Can you get it? The same as before, this old man

St : This old man, he plays one

T : He plays knick knack on my thumb

St : -----

T : How come it's different sounds. Once again. This old man..

St : This old man...

T : He plays one

St : He plays one

T : He plays knick knack no my thumb

St : He plays knick knack no my thumb

T : With a knick knack paddy whack

St : With a knick knack paddy whack

T : Gives a dog a bone

St : Gives a dog a bone

T : This old man rolling home

St : This old man rolling home

T : Once again. This old man....

St : This old man. He plays one, He plays knick knack no my thumb, With a knick knack  
paddy whack, Gives a dog a bone

T : This old man, he plays two. Come on...

St & : This old man, he plays two... He plays knick knack no my shoe.. With a knick knack  
paddy whack, gives a dog a bone, this old man comes rolling home..

T : Three...

St & : This old man, he plays three... He plays knick knack no my knee.. With a knick knack  
paddy whack, gives a dog a bone, this old man comes rolling home..

T : Four

St & : This old man, he plays four... He plays knick knack no my door.. With a knick knack  
paddy whack, gives a dog a bone, this old man comes rolling home..

T :

- T : Very good. Five!
- St & : This old man, he plays five... He plays knick knack no my hive... With a knick knack paddy whack, gives a dog a bone, this old man comes rolling home..
- T : Great! It's actually should be ten. What for? Membuat lidah kita menjadi apa..? Lebih mudah, lebih terbiasa mengucapkan apa? Ucapan? Dalam bahasa Inggris. You know when you study Javanese, pernah enggak diminta untuk mengucapkan blarak bluluk? Pernah ya? Oke, untuk apa sih itu? Ada artinya enggak? Nggak ada, tapi untuk membuat kita terbiasa. Coba blarak..
- St : Blarak
- T : Bluluk...
- St : Bluluk..
- T : Blarak
- St : Blarak
- T : Bluluk
- St : Bluluk
- T : Sekarang cepet bisa engga
- St : Blarak bluluk, blarak bluluk, blalak bluruk
- T : Nah kan akhirnya jadi blalak bluruk... okay, alright. Back here again. Sekarang agak cepet ya, faster, okay? Alright, so I want this row one, this row two, this row three, this row four, and then all together for five. You get it?
- St : Yes..
- T : Alright, let's start. One two three!
- St : This old man, he plays one... He plays knick knack no my thumb.. With a knick knack paddy whack, gives a dog a bone, this old man comes rolling home..
- T : You, two!
- St : This old man, he plays two... He plays knick knack no my shoe.. With a knick knack paddy whack, gives a dog a bone, this old man comes rolling home...
- T : Come on guys, three!
- St : This old man, he plays three... He plays knick knack no my knee.. With a knick knack paddy whack, gives a dog a bone, this old man comes rolling home.
- T : Four...
- St : This old man, he plays four... He plays knick knack no my door.. With a knick knack paddy whack, gives a dog a bone, this old man comes rolling home.
- T : Five together...
- St : This old man, he plays five... He plays knick knack no my hive.. With a knick knack paddy whack, gives a dog a bone, this old man comes rolling home...
- T : Ok, thank you, good. Right, if you want more than five, so you can download by your self on the internet. Just write down knick knack song. And you will have that one. Okay. Alright.
- T : Now, back to your book again. Karena anak-anak sudah tau semua, then I want you to write your learning experience. For the homework, the last one is, task 21. Yeah, twenty one. 22. We have still two.... How many minutes does it left? Right, 22. 22 just as usual. to change the word in the bracket into the correct one, I mean for the comparison. And then this one, we will, for the next lesson we will listen to the song from here. Have you ever heard the song by Mika?
- St : No...
- T : One of the participant of the X-factor. Alright, so please listen to the song. Okay, for now take a look, write about your experience learning in this meeting.



## MEETING IV

- T : Are you ready for studying, class? Alright, we are still in unit 1, and now we're going to talk or discuss about your task. Right? Okay, it's on task 7, on 6, and then 7. And?
- S<sub>1</sub> : Ten
- T : 10. okay
- T : Alright, before we are talking about your task, alright, we're still in our topic is about the adjective, and also comparison, right? What is an adjective, class?
- St : Kata sifat..
- T : Kata sifat. What it is for? No no no, what it is for? To describe, okay. To describe what?
- S<sub>2</sub> : Something
- T : Something, okay.... good. Setelah could be...
- S<sub>3</sub> : Noun
- T : No, what do you mean by something? A person?
- St : Yes....
- T : A place?
- St : Yes..
- T : Ok, right. And then, adjective can be in the front of. Or how many kinds of adjective? There are many, what are there?
- St : Numbers..
- T : Numbers?
- St : Size
- T : Size...
- St : Shape...
- T : Yes? Feelings, okay. So there are so many adjectives; color, size, and then feelings. and then shape. Can you give example of size? Adjective related to size? Naughty, long, tall, shorts, what else?
- St : Thin
- T : Ok, thick... shape? Oval.
- S<sub>4</sub> : Rectangle
- T : Rectangle, triangle, what else? Round... Yes, good. How about feelings? Happy, sad.. galau... okay, how to say galau in English?
- S<sub>2</sub> : Alone... lonely..
- T : Happy, sad, yes. He sad galau, do you know galau? Alone okay, alone atau lonely, so you will lonely. What else? Angry, ya... So that's the example of feelings. And then what else you said, feeling, shape, size, number. I'm sure you know numbers and color ya. I'm not necessary ask you some examples of it. Then quality, could you give me example? Better, good. Worse, okay. Stronger, yes. You know that adjective can be compared. Kata sifat itu bisa dibandingkan. That's why you have comparison, right? Iya positive, Comparative, and superlative. Comparative means....? Lebih tinggi, so comparative means lebih.... Okay ya.
- S<sub>2</sub> : More..
- T : Comparative?
- St : -er
- T : -er ya, boleh. Remember the rule? -er for one word, one word or one syllable? one syllable.. two syllable?
- St : More..
- T : Two syllable must be more.....? -er or so... and then, three syllables we use....

- St : More...
- T : And then for the superlative. we... helloo? Are you with me? Kayaknya habis jalan jalan deh kamu. Tidak dengan ibu. Alright, so for the superlative you add –est and most. Ya masih ingat semua, bagus. That’s good. Let’s discuss about your homework. Task seven, 6,7, 10. Alright, before we discuss it, swap your book. No no no. Round. I’ll count to five and as usual you will give the book to the left, and then the second row give the book to the right, and so on. Alright, one. Hold. Two! Three! Four! Five...
- T : Alright, write down the answer of no 1. You are no 2... <PAUSE> Just the answer. Write down number 3, please. Yes, no, I mean complete sentences. Complete sentence. You can write down here. <PAUSE> Okay, read together please. <PAUSE> Okay, the coconut tree is taller than the mango tree. Alright, please read the situation of task 6. What is it? There is two pictures you have, So, you have to compare between two pictures. Okay? Coconut trees and mango trees. Is it correct?
- St : Yess...
- T : So, based on the picture, the sentence is correct. Right? How about no 2? Please read.
- St : Mr Rian’s house is as big as Tom.
- T : Okay, match? Cocok dengan gambarnya? Good. Number 3: what about this? <PAUSE> Ya, usually analog TV is bigger. Okay, broader also. Right, no 4? Sandra’s hair....? Is as long as? <PAUSE> The bag is heavier than the wallet, of course. Usually wallet is smaller, but the bag is bigger than the wallet. Alright now let’s go to task 7. Please read the instructions for task 7. Alright, let’s go to task 7 class. Score: one or two for this? Okay, one point is two, so the total score is?
- St : Ten
- T : Ten. Alright. Now go to the task 7. Alright. There’s question, yes. What is it? Thinner, and then how to write thinner? T-H-I-N-N-E-R. And then what’s the matter? Yes, what the number? Number one, okay, what’s the question? Higher. Okay. What do you mean? Oh, coconut tree is higher, okay. Actually usually “tall” is used for people. And then for things menggunakan high.. Yap, number 4, Ya, listen class.
- S1 : Kalo as short as?
- T : As short as, for no 4. Oh ya,, Oh I made mistakes. I make mistakes. This is not as long as yes, but as short as. Thank you for reminding me. It should be as short as. In general, we can say this shorter long.
- St : Short
- T : Kalo anak anak mau mengatakan panjangnya sana... Helloo,,, I’m talking to you.. Listen up. Okay, if you want to say sama panjangnya, okay so you have to use this. Actually a bit different from this one, number four. Okay, Sandra’s hair panjangnya, bukan panjang, tapi panjangnya. It is a noun, or an adjective?
- St : A noun..
- T : A noun. So you don’t use long, but you use the noun of long, nah ini agak belajar sedikit, ada yang tahu tadi saya dengar. Apa?
- St : Length
- T : Length. Oh good. Great! So, you will use this one. Sandra’s hair is the same length as Bety’s. It means. Sandra, rambutnya Sandra itu panjangnya sama. Panjang disini adalah size, bukan panjang adjective yang bersifat. Tahu maksudnya? Length ini, kalau dibuat adjective can be short, and long. Like when you say big or small, it belongs to size... ukuran: yes or no?
- St : Yes...
- T : Good, ada pertanyaan lagi? So tadi yang masih meragukan as short as tadi diberi nilai, but one only. Okay? Right, now take a look to task 7. Okay, task 7. What’s the instruction

- of task 7?
- St : Write
- T : Write the sentences showing positive or comparative degrees. Alright, let's continue. Task 7 number 1. Please read your answer, yang lain dengarkan.<PAUSE> No, no, no. The building is older than my house, and my house is younger and your house is....?
- S2 : Older...
- T : Older, that's good. Number two, listen please.<PAUSE> Okay ya, any question for number 2? No? Alright, sekarang yang nomor 3, up to number 5, please correct it by yourself. The score is the same. Two for one. So the total score will be....? The total score will be ten. Right, question number 3, what's the question? <PAUSE> Look at number 3, please, read. <PAUSE> Okay, sebetulnya yang mau dibandingkan apa, anak-anak? Watt nya apa jumlah lampunya? Okay, satu satu yes.
- S4 : Banyaknya lampu saja nggak usah dikasih watt nya udah bisa ketahuan
- T : Okay, jadi cukup diberi 2 lightbulb, in the living room. Also 2 light bulbs in the dining room. Ok, make sense. Good. Ada lagi yang mau berpendapat?
- S5 : Intensitas cahayanya?
- T : Intensitas cahayanya mungkin?
- St : (laugh)
- T : Okay, doesn't matter. Alright, what's your sentence to compare those two sentences? The light is lighter?
- S6 : Is brighter?
- T : Ini bisa divariasi. It depends on the purpose of the sentence. Okay...
- S5 : The light in the living room is lighter.
- T : The light in the livingroom is lighter, but the same 100 watt.
- S5 : I mean is as light as...
- T : But like here, mungkin bukan light yang dimaksud, as bright as...
- S5 : That is what I mean
- St : (laugh)
- T : Menarik kan? you can say as bright as or shiny as. Okay? More question for number 3? Alright, there is question class, you decide, "Bu, kalo shine saja boleh ndak?" Ayo come on. It's not me to decide, you. If the answer is as shine as, is it right or wrong?
- St : Wrong...
- T : Because shine is not an adjective, it is a..?
- S5 : Noun
- T : It can be a... verb. Bersinar... Alright, yes nomor 2? Come on. Go to the task eight, 7 sudah kan? Please correct it by yourself. Come on, be quick class. Alright, listen up. Task 10. Number 1 task 10, please. Ini baru mbahas PR lho nak, sudah 1 jam lho. Come on, be quick. You will be left behind if you are not focus, come on.<PAUSE> Why does Erlin...
- S7 : Why does Erlin prefer to watch Lord of The Ring to Harry potter? It's more interesting than harry potter
- T : Very good. Because Lord of The Ring is more interesting than Harry potter. Any other answer, please? Yes listen.
- S8 : In other words, Harry potter is less interesting.
- St : (laugh)
- T : Besok kalau nanya gitu di Dinda ya, setuju? Wasting my time. Come on, number two?<PAUSE> Once again, please. How's the situation?
- T : Once again, please. Just the answer, just the answer.
- S9 : Today is more crowded than last Sunday.
- T : Ok, today. It should be, the situation, hello? The situation at the zoo today is more

crowded than last Sunday. That's the answer for number 2. Go to number 3. alright, for you number 3... <PAUSE> Okay, because it is that Jasmines are more fragrant than.....? Okay, good. That's right. Number 9, oh number 4, for you. Speak up, please. <PAUSE> Okay.. jogging is more relaxing than cycling. Okay, any different answer? How about cycling? When you start with cycling, it's up to you. Sometime you say that cycling is more relaxing, sometime you say that people think that jogging is more relaxing. Alright, good. No 5? Five, five, five, you.

- S5 : Simple.....
- T : Easy... to carry.... or easy to bring. Mudah dibawa, jadi tahu ya artinya portable? Ok, ten for task 10. So you can make a total
- T : Hello, answer my question. What did you learn from this?
- St : Comparison
- T : Ok, what else?
- S5 : Comparison
- St : Compare...
- T : Compare or comparison? Ok, good. And then, what we compare? There are comparative, and superlative, so that's what we learn this unit. Ok, have you learn about simile?
- St : No...
- T : No, not yet, later
- T : Tadi anak anak mengatakan adjective itu tadi... apa tadi? Is a part of speech, yang apa tadi, describe noun, iya kan? Menjelaskan kata benda. Bisa apa saja tadi? Orang, bisa benda, bisa tempat. Yes, then what else you know about adjective? Apa tadi, iya tadi sudah disebut. It tells about color.
- St : Color, number
- T : Number, size, then?
- St : Quality
- T : Quality, lha ini yang belum disebutkan, what is origin?
- S5 : Australian
- T : Nah, asal usul. So what is it? Indonesia.... Indonesian food, masakan Indonesia. Alright. Terus ini tambahan anak-anak, bahwa adjective itu bisa digunakan untuk tanaman, atau apa ya, botanical garden, silk shirt. What is silk shirt? You know silk? Kemeja.... Su... oh halus, ada yang belum tahu, sutra. Kemeja sutra. Wooden shoes?
- St : Sepatu kayu
- T : Next, let's continue. Ini tempatnya anak-anak, adjective that describe size, shape, quality, comes before classifying adjective. Artinya apa ya anak anak? Look at the examples. A heavy wooden dool. What's the Indonesian for that?
- S5 : Boneka kayu yang berat
- T : Boneka kayu yang berat. Maksudnya, bahwa ukuran itu mendahului apa? Kelompok. Jadi kalo wooden dengan heavy, kalo wooden adalah kata sifat yang menunjukkan pengelompokkan, maka harus wooden dulu, baru ukurannya. Kalo kita mau mengatakan misalnya seperti ini. Cincin Emas kecil, what do you say?
- St : Small, ring... small golden ring
- T : Small golden ring ya, bukan a golden small ring. Okay kalau ini, dua tas plastic?
- St : Plastic bag
- T : Two plastic bag. Bisa memberi contoh yang lain ya?
- S12 : Three little houses
- T : Three little houses, ya okay. How about the three little pigs? Have you ever heard the story? The 3 little pigs. So you have the three little pigs... or have you ever heard the story called Goldilocks? The adventure of Goldilocks..

- St : Not yet..
- T : Three bears, Papa bear Mama bear, and a teddy bear. Right, go go go. Next, adjective that you said ; shape, size, and quality is one before color. Urutannya mana? Kata sifat yang menggambarkan bentuk, ukuran, dan kualitas, helloo? Mana letaknya juga sebelum kata sifat. This one is the example. Read, please...<PAUSE> Okay, apa sih artinya itu? You don't know the first one. The second one?
- St : Mata bulat biru
- T : Mata biru bulat, okay. Kalo mata biru bola pingpong, how to say that?
- S5 : Pingpong ball, haha
- T : How to say that? Alright, anak anak nggak mungkin menggunakan bahasa yang sama untuk menggambarkan hal yang sama terus mengartikan apa adanya. Nanti ada jadi pingpong ball, apa tadi? Ping pong ball blue eyes, ndak ada istilah itu disana. Okay, you can say this one in Bahasa Indonesia. Mata bulat bola pingpong. Large round blue eyes. Okay, next. Hello?
- St : Hi....
- T : Ini nanti akan kita bahas lebih mendetail. Nah, ya, what's the conclusion of the comparison? It's used to...
- St : Compare
- T : Compare ... two or more things. Okay, here examples... <PAUSE> Is it true? Ya, next. Hello? When you say Catty is bigger than Birdie, you compare two things or not? Yes, kalo Tom is the youngest of all. Is it the comparison or not? Two or more than two?
- St : Not... more than two
- T : More than two, good, next. Gimana tadi urutannya, adjective, comparative, superlative. Okay, itu tadi ya, Then, cheaper. Easy?
- St : Easier...
- T : Okay... Beautiful?
- St : More beautiful
- T : Clever?
- St : More clever... cleverer
- T : Please check. Okay. Next, that's what I said before Catty os bigger than Birdie. But, doggy is the biggest. More than two, right? How to say this? Come on. Make a sentence based on the picture.<PAUSE> Try try try. It's okay. The boy with the green T-shirt is bigger than the boy with the blue shirt. Okay, what do you think guys?
- St : Not bigger...
- T : Not bigger, so what?
- St : Younger...
- T : Taller? Make the sentences, please. <PAUSE> Alright, any other idea? To make sentence of the picture. Let's see. John is younger than Jean. But, Tom is the youngest. <PAUSE> Jean is the girl or the boy?
- St : Girl..
- T : John?
- St : Boy...
- T : Tom?
- St : Boy...
- T : Okay, in other words, come on, In other words...
- St : In other words...
- T : What do you say?
- St : Oh...
- T : Eh nanti dulu. Anak anak sudah membuat PR nya. Ibu hanya menyimpulkan

St : In other words, Tom is young..

T : That's why we should be one by one. Who wants to try first?

S5 : Then we can go home? Tom is young, But Jean is younger, eh older.

T : In other words, no you're still wrong...

S5 : Tom is young, but John is older than... haha

S4 : Tom is old. John is older than Tom, but Jean is youngest

St : Yeah

T : Do you think Tom is old?

S4 : Mmm, maybe

T : No, based on the picture, don't say maybe. Okay, so... Siapa lagi yang nyoba? But the idea is Tom is not old, Tom is young. Yaudah give up yaa... Oh, still?

St : Yaah...

S4 : Tom is old, but John is older than Tom. Jean is the oldest of all

T : The idea is Tom is young. How about Tom?

St : (laugh)

T : Alright, So homework. Think about it. Saya pengen anak anak menjadi kreatif tidak hanya seperti beo. You know beo? You know parrot? What did parrot do? Do you know what to be like parrot?

St : No...

T : Alright class, you may get ready. It's time now to read the praying.

St : Ssst..

S8 : Yaa, teman teman...

T : No, In English... let's end the class by praying together.

S8 : Let's end the lesson with praying together

T : Please do.

S8 : Before we go home, praying together. Please do. Thank you.

St : Thank you , maam

## MEETING V

- T : E number 3. What does the text about? What's the answer?
- S1 : Kalo di kuncinya B, mam..
- T : It should be... D?
- S1 : Harusnya itu D, mam..
- T : Iya, the answer is D.
- S1 : Mam, nomer 2 mam...
- T : Nomer 2 B. Ya, there is mistake in here. Number.. Nine? Pass through? Which one you choose?
- S2 : Lha ini kok A, mam?
- S3 : Number 14?
- T : The main idea of paragraph, paragraph 3... 1, 2, 3.. What's the answer? It should be C ya. The answer? The key, the key?
- S3 : A...
- T : Mm, next. Which number that you feel you should discuss? come on. Done with E? Okay, next. Next package. Next package, please. A, B, C, or D? Come on.
- S2 : A...
- T : A okay, what number?
- S4 : 24.. 25...
- T : 24 and... 25. What page is that? Oh it's a report ya? So 24 should be....?
- S4 : C...
- T : C... Let's discuss number 24 first, 24 test A. Then, 25 kenapa dengan 25? The main idea of paragraph 3? Siapa yang tadi tanya 25, ayo jawabanmu apa?
- S4 : B...
- T : 25 B, the key B. Next, A udah selesai ini? Jangan bolak balik, bolak balik dulu.. No more questions for A? This is still A, A... 26: What can be learned from the text? Be faithful in our friendship? No.
- S5 : Iya Bu, bisa itu Bu...
- T : The last one, D is... Jangan percaya 100% pada orang lain. Yang B adalah jangan iri pada kegembiraan kebahagiaan orang lain. Which one do you choose? C? No.. C apa itu? Bijaksanalalah dalam menyikapi masalah kehidupan. Bingung?
- S5 : Tapi kan itu bat-nya, Mam..
- T : Ya, jadi kamu ingin melihat dari sisi bat-nya? Dari sisi bat-nya yang mana?
- S5 : Don't be envious...
- T : Don't be envious to other people? Ya, betul sekali. That's right. That's actually what it is talking about, what is it? The moral value of a narrative text in my opinion, you can think the point of view from any of the characters here. So when we have the same message here, you know that B and D are almost the same, just different from point of view, right? Yeah, in my opinion B is okay. D is also okay.
- S5 : Berarti B juga bisa?
- T : But, the answer in here, based on the answer here, the answer here is D. But if you ask my opinion, ya it should be B and D, just different from the mouse and bat. Ini catatan juga, alright. Let me see the answer here, oh the question. What is the announcement about? B, the answer is B. Barang yang boleh dan tidak boleh, berarti apanya? Regulationnya, rulenya. That's the rule of the regulation of the airport: B. Itu di paragraf berapa ya kira-kira, in what paragraph? Jawabannya apa tadi..
- S6 : Tadi yang C...

- T : Kuncinya C, padahal alasan sebetulnya, saya bacakan. Halo? Everyone listen to me. The question is, "Why did Mulan take a chance to replace his father for battle?" You know the meaning of that question? This is the text. Mulan say her father's name on the list. She know her father would never survive another battle. Mulan's brother was a young child. That was oly Mulan who could take her father's place but it cannot change girl to replace the fighting man. So, what is the reason? Why Mulan take place her father? Because she know that her father could never survive.. yang tidak akan bertahan untuk pertarungan yang selanjutnya. It should be D, yes... Gimana? Salah banyak sekali?
- S4 : Iya, Mam...
- T : The key here is D, and then what it should be? Should be what? 23, let's see. What makes the writer keep in style when he finally... in what paragraph is that?
- S3 : There...
- T : Terus, pertanyaannya... ini yang jawabannya yang mana? Come on, what text? 27... 27 C. It should be A, tadi disini C ya, aduh kok banyak banget ya? How come? Lupa ibu, malah nomer berapa saja tadi.. Then, 28. Paragraph? Talks about bla bla bla bla... You can learn from the text there, jadi lebih ke the direction kan itu? It should be.....? It should be A, eh kok A, it should be B.



## MEETING VI

- T : Okay then, we are going to talk about this. The test result. Could you distribute this? Or take yours.. Muhammad Fitra, Levina..... Everyone has got this? All of you?
- St : Yess...
- T : Nah sekarang kalau anak-anak feel not sure about the answer, or about the key, please tell me now. Number 6? You said 6 before.. Nomer 15?
- T : Jawabanmu apa? D, D itu opo? He would like to express gratitude... A: He wanted to be assistant. Dia ingin menjadi asistennya. B: It was a wonderful piece at the game. C: He had told them to do so before. Kalo C bagaimana? Ada pilihan soal lagi, anak-anak? Ada soal mana lagi yang sama? Jawabannya he had told them to do so before. That's the answer. Darimana? As promised, seperti yang sudah saya janjikan. Yes, next. Masih di B dulu. Ada lagi? That's all? Come on, come on, number?
- S1 : 16..
- T : Okay, number 16. From the text, we know that... When the question, "From the text, we know that..." it means informasi rinci. Detail informasi. Asking for detailed information... What's the answer for this kinds of question? You should check one by one. A: dispatch logistics, itu ada di paragraf berapa? Hayo yang dapat, yang mendapat soal itu. On.... in paragraph 3. By the way, you know the meaning of dispatch? Kalau menurut teks ini, yang mana si yang benar, kata dispatch? Here in this context, which one you choose? Which one you choose? A.. okay. You? Oh, public transportation system, okay okay. Bener nggak itu? Yes or No? Paragraf yang menyatakan paragraf yang mana?
- S2 : One...
- T : One. Jadi apa? Pengembang web di Amerika dan dia juga sebagai atau penemu dari Twitter. Karena dia sebagai penemu, and the CEO of software, di mobile phone company, jadi dia... He was named in technology review, dan seterusnya namanya itu, masuk dalam 35 inovator yang berusia 35 tahun. Jadi kemudian The World Journal give him of the year award. Jadi bukan karena apa, dispatch logisticsnya yang membuat dia mendapatkan apa... Innovator of the Year award. Alright, then C. C disini dikatakan, ada nggak pernyataan itu? Di paragraf 2 still talks about his high school. Then in paragraph 3, pernyataan disini tadi, is it right or not? Okay, jadi kalau begitu yang benar jawabannya adalah yang...? Yang A dong.. A kan? Ya, that's the answer. Mana lagi? Yo, kalau masih belum puas dibicarakan lagi. Mungkin ini banyak kosakata anak-anak yang, it's new vocabulary I think.. No more questions for B? Now, go to A, what number?
- S3 : 42...
- T : 42: What text is it? Alright, the question is... the synonym of guidelines, iya kan? Garis besar atau di sini, it means the underlined words, strict line. What's strict? What do you say strict in Bahasa Indonesia? Sometimes you use strict, already too familiar. Dia strict sekali orangnya. So it's almost the same as discipline. Jadi, strict guidelines means... what do you say in Bahasa Indonesia? Jadi, ketat.. Ya, jadi sangat ketat. It means the rule, aturannya harus diapakan? Should be neglected?
- S4 : Noo...
- T : No. Should be respected?
- St : Yes....
- T : Should be obeyed? Yes, that's the answer. Good. 23? Please go to page 23 for the text. Yang lainnya? The others? Itu teksnya maybe it's a recount ya, oh ya.. it's a recount. The question is why did the writer think that the coffeeshop wall is composed by the wood one? Jadi kalau itu dicari di paragraf berapa ya?
- S4 : The last one...
- T : Hmm, jadi itu disimpulkan ya jawabannya I think. Why did the writer think that... because I think the answer should be A. Because it shows a symbol of respect for the poor. Jadi kalau orang miskin malah nggak harus mbayar. OK, is that also your answer?
- S4 : Nooo...
- T : Jadi jawabannya apa? Nggak ada yang mengatakan kalau sampai melotot gitu, menangis.. Good. C number 44. Ini karena kemarin sudah dibahas ini. Semua kata ini sama maksudnya, semuanya

menambah. Motivate, menambah. Maintain, mengelola, atau melanjutkan, menjaga, mengurus kebudayaan jaman dahulu, stone age. Terus, ada lagi? C yang ini C, siapa tanya yang C? Come on, 47. Ini juga completion. Paragraph 2 ya itu, he could not raise, couldn't raise them. Raise itu kalau untuk ini membesarkan, merawat, feed lebih ini sih, bisa tapi lebih sempit pengertiannya. Jadi, kalau ada raise ya, cocok yang raise. Ada nggak, ada.. nomer? Dua, dua, ya.. Hm, ini menyimpulkan, kalo pertanyaan "From the text, we can learn that..." This is also reference question.

T : Kenapa dia mati? Because he believed ya, no curiosity here. Jadi he followed what he did, right? Ya udah itu jawabannya.. Okay, mana lagi? That's all? Sudah? By the way, anak-anak disini tertinggi berapa? Sembilan.. Sembilan berapa? Who got 94?

S5 : Sudah biasa...

T : Sudah biasa, lha yang lain bagaimana? Who got 92? You. 90? Ah, okay, 88? 86? 82? Eh 84? Ahaa banyak 84. 82? Come on, ternyata banyak juga ya yang salah...

S6 : Nggak tahu salahnya dimana..

T : Nggak tahu salahnya dimana juga nggak merasa. Well, 82! Who got 82? 80? 5 ya, 5... 78? Okay, two.. 76? 74? 72? 70? Naah lower?

St : (laugh)

T : Okay, sudah tentang ini? Kalau sudah, how many minutes remaining? I think I have time to show them something.

## MEETING VII

- T : Just for the first period. CBBCB, then DACCD. DABBC, ABDDDB, CAACB, DACAC, CACBA, B bambang, then 36 DDABD, 41 BCDBD, 46 BABDC. Yes. Nomor 50? Oh ada biaya yang, tapi itu bukan jawabannya kan. But I can understand... ACAAB.. Nah yang “lho lho lho” itu nanti didiskusikan. For your information, I got this key, I got the note that some of keys here have been changed because I don’t know, because they’ve made the wrong key. That’s why we should discuss about that. That’s why we discuss that, especially e ya. You got it? Let’s see.
- T : And then 17 C, 18 C, 19 C yes or no? And then 20 D? Is it right? Yang gratis, how many? 3? What are they? Hmm so it should be C ya.. 2 only. Ok, any question? Yaa.. what number? 16?
- S1 : 49 juga, Mam..
- T : Apa harusnya B ya, nomor 16 itu.. Ya, it should be B I think number 16 ya. Then, what? 25?
- S1 : 49 juga...
- T : The main idea of paragraph 3.. Mm it should be B. Kuncinya apa sih? Okay, so number 25 should be B, and then?.. 43? 43 should be C, what’s the key? Ya yang benar maintain.. alright, listen. Let’s see, no... Masak dikembangkan dengan kebudayaan stone age? Kuncinya ada di... but I think it should be.. I don’t know, not terjaga. Ini lho ada kalimat this one, listen please. If you don’t agree, we discuss it. “Has not changed much”, yang tidak berubah banyak means... If you use the word ‘maintain’, tidak harus menjaga maintain itu, seakan-akan apa ya, dikelola bisa.. Sustain itu juga maintain, jadi berlangsung begitu terus tanpa ada perubahan. That’s the meaning of maintain in this sentence. Next, yes? 46... Harusnya blind ya.. Any question? 37... what’s that? The true story of Mulan, disguise means... this one, not identity... just the appearance. Next, next, next? What’s the question? But the question is: What does the notice mean? Trespassing and loitering, trespassing means apa? Menerobos ya... jadi masuk ke tempat orang lain without any permisiion. That’s trespassing. While loitering is almost like, what is it? Berkeliaran. So, what’s the answer? Jawabannya.. B. It is prohibited to enter the place, then what’s your answer? D? It’s not allowed to pass along the area. I just noticed the alternative answer here. There are two, almost the same ya, that’s the decision: B. So, what can I do? Tapi mungkin pemahamannya mereka, itu kalau enter, we should not enter. It means ya you should not pass along? Gimana?
- S2 : Kalo nggak boleh masuk berarti nggak boleh nggak boleh berkeliaran?
- T : Iya.. Then, more questions from paper B? No more? The last question from paper B. No? Okay then. That’s all for the discussion of the TPM. Please be prepared for the next TPM on 23rd of March. Okay, let me.. Helloo... Hello, class? Let me know how far have you done for the Latihan Soal. Have you finished? Have you completed the Akasia English? How far you’ve done for that? 3 paper only? How many packet? 4? Already done? Terus, please swap your test paper, sehingga bisa ngerti soal apa yang didapat. You got it? Then, this is also important for you.... Are you listening to me, class? When do you do the task on your Latihan Soal, please if you find new words in a text or in the choices. If it is new, then find out the meaning, not only in Bahasa Indonesia. It is necessary, try to find out the definition of the word. So sometimes if you only know the Indonesian words, it’s not what it meant by the writer. Do you know what I mean?
- St : Yes...
- T : Kadang-kadang arti denotatif berbeda dengan arti konotatif, like the word “evergreen” ya? It could be hijau sepanjang tahun, but it could be abadi, it could be long lasting, awet.. Jadi

harus tahu bener, the most important thing is harus tahu bener kata itu and then have their use in the context. Is it challenging or not?

St : Yess...

T : So what's the meaning of dispatch here in the context? To send ya.. sending or delivery. Okay, itu aja untuk discussionnya, and for the rest of the times, how many minutes that left? We have 15? 15 minutes left..

T : Besok tampilnya, tolong buat nomor, number aja nggak usah name. So first of all, semua tampil dalam satu grup, kemudian jadi apa jadi apa, introduce yourself. Begitu ya? Karena nilainya tetap individu. Thank you for the attention, and I'll see you again for Friday ya...

## MEETING VIII

- T :Unit 9 is on page 27. Ok ya, jadi sudah ya kemarin ini listeningnya. How about 11? Well then, we go to unit 15. It's on page 47. You got it, class? Well, you are going to listen to announcement, and then you should answer the questions. So, what do you have to do?
- St : Listening..
- T : Listening to...? An announcement then answer the questions. Before that, you should understand the questions first, okay? Now let's take a look the questions. How many parts are there in this unit? Part 1 and... part 2. Okay, questions in part 1, please take a look. What is the first question? Where do meetings take place, okay. It's asking for....?
- S1 : Place...
- T : Good. Your answer should be place, right? Then, number 2. What is the notice about? Yes, information of course, what kind of information? What is the notice? So, information about what? Or what is the information about? What is the text? The name of the text? Asking for information about the notice. Jadi nanti yang harus diperhatikan, anak-anak, apanya? Noticenya, noticenya tentang apa, right? Ya, then, number 3. What is it? What do the students have ring? You know that question? Yes, what is it? Okay, so mention the gadget right? And then number 4, why do the students tend to play the gadget? "Why" asking about what? What is alasan in English? Reason, yes.. Good. And the next one, announcement. Why do students have to bring termometer tomorrow? "Why" again, asking about what? Reason... Then, number 7. Please read number 7. What should the student wear? Asking about what? Ya, alright, next please. Pay attention please. And then, what time? Asking about what? Right, and then part 2. What should you do in part 2, class? Please read the instruction. Each part, I'll play the recording twice. Berapa kali?
- St : Dua...
- T : Is it enough, class? We hope so, you're bright students. I think it's enough. Alright, let's check the sound first. Oh ya, where should you write down your answer?
- S2 : In the book..
- T : In the note book. Don't write on that book.
- T : Oh, not yet? Alright, I'll play once again.

(The teacher is playing the recording)

- T :Let's check your answer. Is it easy or hard?
- S3 : Easy...
- T : Easy, good. Question number 1. Who wants to answer the question for question number 1? Raise your hand, please. Oh come on, yes. <PAUSE> Right, okay. Do you have the same answer? Number 2? Who wants to give the aswer number 2? Yes please, come on. <PAUSE> Informing the students to meet their parents. Do you have the same answers as him?
- St : Noooo...
- T : **Oh, no?** What's your answer? Asking the students to put their bicycle. Do you remember where to put their bicycle? In the backyard... Yes, that's the answer. Number 3, please. <PAUSE> OK, yes right. What gadget are mentioned in the text?Alright, please answer number 4. <PAUSE> OK, good. And then number 5. Please answer number 5. <PAUSE> Is it right? Do you have the same answer? Right, good. Here, please answer number 6. <PAUSE>
- T : They are going to have an experiment, right. Number 7? Listen, class... <PAUSE> At 2 o'clock, is it right?
- St : Yeesss...
- T : So, the team should gather at 2 o'clock. Right, number 9? Please answer number 9.

- T : Basketball shoes and basketball uniform. So what is the announcement about? About the basketball training or uniform? There are 2 answers, it's about basketball training.. and the announcement ask the students to....?
- S11 : Bring...
- T : Bring or wear? What are the uniforms? Or what uniform that is should be wear? Shoes and basketball....? Alright, that's part 1. If all your questions are correct, then you'll get 40 for the score. Alright, let's go to part 2. It's very easy I think. What is number 1? Number 2?
- St : Lunch...
- T : Yes, lunch. Number 3? Jacket or jackets? With s or without s? With s, good. Number 4?
- St : Information...
- T : Information, yes. 5? Yes? Good. Number 6? Number 7?
- St : Notice board...
- T : Notice board, yes number 8... number 9? And.... number 10? Disappeared, right? Is it still easy for you?
- St : No....
- T : You don't think so? So the first letter helps you much ya.. Is the first letter help you? Does the first letter help you?
- St : Yes...
- T : Right, for the announcement. Alright, next, I want to play a recording to you, it's about... but this one is a bit difficult, question is an essay question. So, before you listen to the text, please write down the question first, okay? And these are the questions.

(The teacher is playing the recording)

- T : Okay, this one. Number one. What are they talking about? Write down the question first in your note book. What are they talking about? Hellooo? Number 2. Why does Nurul think that the girl is Rahmat's girlfriend? What is the question number 2? Why does Nurul think the girl is Rahmat's girlfriend, alright. Number 3: What can Rahmat see in Nature Reserve? Can you write Nature Reserve? Do you know what's the place? You know this place: Nature Reserve? What is it? What do you say in Bahasa Indonesia? Alam... yes?
- S3 : Perlindungan alam..
- T : Yes, cagar alam. Right, cagar alam. That's right. Next, question number 4. Okay, what kind of activities can people do at the beach? You know that question? Yes, alright. Good. This is part B. Ini beda teks, anak-anak, but it's easy. You just write down whether the statement is true or wrong. Okay, but you have to write down the statement first. Number 1, Santi is in Jakarta Convention Centre. Santi is in Jakarta Convention Centre. Jakarta Convention Centre is the name of a .....?
- S12 : Place...
- T : The name of the place. Number 2. Santi has a companion named Bertha. Santi has a companion.. you know companion? Oh yes, what is it? Santi has a friend. Companion is a friend. Santi has a companion named Bertha. Alright, number 3. Come on, be quick. Bertha is an EOS presenter. Number 4, Bertha is very upset. Bertha is very upset. Number 5, you know upset?
- S3 : Yes, kesal..
- T : Yes, kesal. Yes, that's right. So, Bertha is very upset, Bertha sangat kesal. Alright, good. Next, number 5. Santi and Bertha are musicians. Music and then i-a-n. Hello, class? Before I play the record, do you want to ask a question? What should you do first? What should you do first? Answer... Answer what....? Answer the questions, just give the short answer. And then, what should you do next?
- S3 : Write true or false...

- T : Yes, write true.....? or false... Good. Ready for the next listening? Are you ready? Yes, good.  
Okay. And wait a moment...
- T : P-h-o-t-o. Photo. Repeat after me. Photo
- St : Photo.
- T : Photo.
- St : Photo.
- T : This is a photo of my school's friend.
- St : This is a photo of my school friend.
- T : Okay, number 2. So it talks about a photo. And then number 2. Why does Nurul think the girl is Rahmat's girlfriend?
- St : Because they were dancing.....
- T : Because they were dancing together. Almost! Almost correct.
- S3 : They were dancing together!
- T : Yaa, very near. Because they were dancing together. Alright, can you answer? What can Rahmat see in the Nature Reserve?
- T : No, is there any information there? What information can you get? It's just talking about Rahmat is going to the Nature Reserve. Alright, hmm.. you cannot continue. Is that the second bell?
- St : Yes...
- T : Unfortunately class, we cannot continue the next one, but you will do the same on Monday ya.. Oh no, Tuesday, on Tuesday. And remember we are still in Unit 2: Descriptive text. What's your homework?
- St : Lupaaaa...
- T : Err.. you don't remember your homework? Unit 2 page... umm, task 7.

## MEETING IX

- T : Assalamu'alaikum warohmatullohi wabarakatuh...
- St : Wa'alaikumsalam warohmatullohi wabarakatuh...
- T : Good morning, class.
- St : Morning..
- T : Here is your test paper.. Nathan, Syafira, Winda, Natsya, Septania, Vito, Nisa, Erlan, Janitra... Please give... kurang siapa.. Nggak pake nama? Ini ada.. siapa ini? Everybody got the paper? Alright class, as our plan before that next week you are going to perform your role play. Mm, before you perform your role play, first in your team, each of you has to wear number. Iya, so you have to make number 1 up to 30 and the please stick your number on your clothes. Okay? And it should be clearly seen. Okay? Jadi tidak perlu, ibu tidak perlu bingung mikir, ini siapa menilainya.. Karena nggak boleh keliru. Kalian juga nggak mau keliru kan? So, stick your number. Then, your time about 15 minutes. So, you'll perform the drama on 14. 14 or 10?
- St : 14...
- T : Right, then, before we discuss on your test result, listen to me. Yes, what number? Cuddle itu bisa berarti hug, that's cuddle. Meringkuk juga.. A nggak ada ya, alright B. 45, umm, number 45 the answer is A, sophisticated is complex, or sometimes complicated, or in Bahasa Indonesia we can say canggih. Okay, next? Tadi yang ditanyain B ya, 22B. From the text we can learn that.. the correct answer of 22 is A. You know insistence? Push, dorongan. Atau paksaan orangtuanya untuk.. learn swimming. Okay? Right..
- T : Oh 18. Dispatch? Bisa nebak kan dari situ? Terus, nomor 50. Text apa ini? Narrative ya.. D kan, D apa C? C-nya kenapa... Ya memang yang menyelenggarakan itu.. Okay, it's not good option actually. Nomer berapa lagi? C, number...? Perennial.. perennial itu last for a long time. Kemarin saya memberikan sinonimnya dengan evergreen. Kalau arti denotatifnya adalah tanaman hijau sepanjang tahun. Tapi itu mempunyai arti konotatif tahan lama, awet, abadi.. Ada lagi? Alright, D. What number? 7... ditanyakan lagi. Trespassing menerobos, loitering means berkeliaran. Disini no trespassing or no loitering... Which one is correct? Ya yang benar adalah it is prohibited to enter... Loitering.. Kalo littering itu sampah. Ada lagi? E ada yang tanya? 42 E.. Oh yang compulsory itu wajib, itu obligatory, kalau optional itu lawannya. Atau yang anak-anak sering cari artinya fascinating. Can you write fascinating? F-a-s-c-i-n-a-t-i-n-g.. 30? Based on the answer: Beta.



## MEETING X

- T : Good morning, everyone.
- St : Morning, maam...
- T : Alright, take your book, class. Do you have any homework? Is everybody here?
- St : Yes...
- T : Yes, no one is absent today. Alright, on the last meeting, we all studied about the comp-....? Com-pa-ri-son. Yak, on unit 1 we studied about the the comparison. When you want to compare one thing to other things, so what you need is comparison. Do you still remember? There are 3 degrees of comparison. What are they? Positive, then? Comp.... Comparative, and the last one is superlative. Yes. How do we use for this? Kalau kita mau menyatakan yang sama? As ... as.. What is this one here? An adjective! Good. And then, in comparatives, what do you use? Adjective, you should add -er. Right! How about superlative? What should be used? The and then adjective, plus what? What? Right, e-s-t.. But this one are only for adjective, for short adjective, like old, so the comparative becomes.....?
- St : Older...
- T : The superlative becomes the oldest. Or two syllables: clever becomes.....? Clever becomes more what? More clever or cleverer?
- St : More clever...
- T : And then, the most clever. OK, now that's clever you say, more clever and the other syllables? Fast! Faster, and then faster and the fastest. Let me take other adjectives. Can you give me more examples of adjectives with 2 syllables? Tadi ibu mengatakan clever.. What else, yes? Famous. OK, more famous, and then? The most famous.. What else? What else? Anybody, please. 2 syllables. Yes? Say something. Adjective. 2 syllables. Ayo jangan ngantuk, ini masih pagi..
- S1 : Careful..
- T : Careful. 2 syllables. Careful: 2 syllables or 3 syllables? 3.. OK, 2 syllables first.
- S2 : Active..
- T : Becomes more active, okay, the most active. Alright, lagi... Yes? Friendly? More friendly, what else, class? You may open up your book to check whether this one is 1 adjective, 2 adjective, or the thirs one. Yes?
- S3 : Patient?
- T : Yes? Patient, patient ya! Then, the comparison?
- S3 : More patient...
- T : More patient ya.. Kita lihat lagi, yang 1 adjective apa saja tadi.. Kok 1 adjective, sorry.. 1 syllable. So, the first one is old, older, and then the oldest. Then, fast, faster, the fastest. Then, the next one is.... what is it? Short – shorter – the shortest... Um, this is already 2: clever. You say clever becomes more clever and then the most clever. Please chack again for the word clever. Cleverer, or more clever..
- St : Cleverer...
- T : So, not more clever but cleverer.. This one 2 syllables. Clever and then cleverer and the cleverest. That's why I ask you to find another example for the word on the adjective with 2 syllables. But the same pattern, -er. What are they? 2 syllables. Dua suku kata. Yes? Pretty! Please write on the board. You know the Indonesian for pretty? Yes? Menawan, okay.. Pretty is almost the same with beautiful. Cantik. What, who else? Siapa lagi? 2 syllables. Mosok yo baru ketemu satu kata.. Mandiri. Take a look at your book. The prettiest, who else please.
- T : Ya? Learning English and Biology is easier than Chemistry. Okay.. Do you have the same answer as him? No? Don't you have different answer? What's your answer? Louder, please.
- T : So, English is as interesting as. Yang tadi, more interesting than. Which do you think is correct, class? This is the fact. Erlin always says that learning English is interesting. She also thinks that Biology is an interesting subject. She also thinks that Biology is also an

- interesting subject. Oh sorry, She also thinks that Biology is an interesting subject. So, Biology and English, the same or different?
- St : The same...
- T : The same. So, what should you use? As interesting as.. OK, thank you. So, for Erlin, English is as interesting as Biology. However, she has difficulties in learning Chemistry. Right. Number 5? Would you, please? Louder, please.
- T : Longer than Mira's, shorter than Andi. Right, yes. Okay. God. There are 2 answers, do 2 for 1 number. So, the total is 12. Number 1 is 1. Number 2 is 2, number 3: 2, number 4 is 1, number 5: 2, so 10 ya? For task 3. Let's go to task 4. Could you please do number 2 for task 4? Right down on the board please. And then, number 3, write down on the board. Nuymer 4, number 5. Come on, be quick. Just the answer.
- T : The first sentence is number 3. I'd like to buy a mobile phone, but I'm bit confused which one to buy. Do you think so? Yes. Baru satu yang bilang yes.. Yes? Okay, all of you, please. No, I will be the first sentence. I want you to work in pairs again. Please do task 11. Answer the sentences into dialog an then goes to the next task. It's on page... In pairs aja ya nggak usah grup....
- St : (The students discuss)
- T : Right, thank you. So, what's the conclusion, class? If the adjective 1 or 2 syllable, so you add *-er* for the comparison and you add *-est* for the superlative. Ini tingkatan apa, tingkat lebih ya, so when you say old.. tua.. older: in Indonesia?
- St : Lebih tua..
- T : Lebih tua. The oldest?
- St : Paling tua..
- T : Paling tua. Okay, itu kalau for short adjective, kata sifat yang pendek, 1 syllable. 2 syllables. Of course in English selalu ada yang apaa, except....? Exception, pengecualian. Yang tadi itu, misalnya famous, it's not famouser, but more famous. What else? Anak-anak bisa menemukan yang lain? Stupid.. stupider? No, you never heard that one ya. This one's also exception. And then for the long adjective, kata sifat yang lebih panjang, I mean for more than 2 syllables, like you say careful, more careful, yes.. And then, what else?
- S4 : Expensive..
- T : Oh expensive. Yes, expensive.. more expensive, and the most expensive. Comfortable, you know comfortable?
- St : Nyaman..
- T : Nyaman.. More comfortable and the most comfortable. Jadi kesimpulannya anak-anak bagaimana? So when you use an adjective to compare something with 1 or 2 syllables, so we have to add *-er* for comparison, and *-est* for superlative. Comparative, and superlative. And then for the longer adjective, like what you say careful and then comfortable, and then expensive, you use addition *more* and *most*. Okay? Let's take your homework and check what you've done in last meeting. What page? Let's swap the book as usual. One, swap the book please. Thank you, please read number 1.
- S5 : (The student answers)
- T : So, the coconut tree is as tall as... Yes, that's right, number 2. Louder, please. This is for all.
- S6 : (The student answers)
- T : Okay, alright. Can you write the comparison of far here? Take a look for number 2, class. My house is 3 kilometres away from school. Emily's house is only 500 metres away from school. So, my house is far.....? further, okay... How to spell further?
- St : F-u-r-t-h-e-r...
- T : Right, further. Tapi different ya, not far... farrer.. but further. Far – further – furthest. Jadi ada tambahan sedikit. So exception ya, pengecualian. Good. Let's go number.. How about number 3? Please..
- S7 : (The student speaks unclearly)
- T : Listen to me. When there's a period or a full stop there, your reading should be... repeat after me. I only put 3 note books in my bag. Okay?
- S7 : I only put 3 note books in my bag .
- T : Ganish puts 3 notebooks and 1 disctionary in her bag.

- S7 : Ganish puts 3 notebooks and 1 disctionary in her bag.  
 T : So, my bag is lighter than Ganis.  
 S7 : Ganish puts 3 notebooks and 1 disctionary in her bag.  
 T : In other words....  
 S7 : In other words, Ganish bag is heavier than mine. Now, you read by yourself.  
 T : Number 3? Number 4?  
 S9 : (The student answers)  
 T : I agree with you. Then, number 5? Number 5 is.....?  
 S10 : (The student answers)  
 T : Then, number 6 is.. Yes, and then number 7 is... 8? 9? 10? Okay, which one you didn't agree? Yang belum cocok semuanya? 9 sama 4? Okay.. What's the last sentence for number 6? Let me see the tabloid. Then, after that? Well I think we should buy this. Oh I see what you mean. So, the same person, ya?  
 St : Yess....  
 T : So, it should be... Number 9 should be..... Alright, I want you to read this dialog again and then you have to memorize it and then.....  
 T : Please repeat after me. I'd like to buy a mobile phone.  
 St : I'd like to buy a mobile phone.  
 T : But I'm a bit confused which one to buy...  
 St : But I'm a bit confused which one to buy...  
 T : You can see many specification of the mobile phones and compare them.  
 St : You can see many.... specification of the mobile phones and... compare them.  
 T : Once again, please. You can see many specification of the mobile phones and compare them.  
 St : You can see many specification of the mobile phones and compare them.  
 T : I have. However, there are many choices that I'm not sure which one to buy.  
 St : I have. However, there are many choices that I'm not sure which one to buy.  
 T : Well, the mobile phones in the tabloids are classified on their prices.  
 St : Well, the mobile phones in the tabloids are classified on their prices.  
 T : Once again. Well, the mobile phones in the tabloids are classified on their prices.  
 St : Well, the mobile phones in the tabloids are classified on their prices.  
 T : Just look at the mobile phone that you can afford.  
 St : Just look at the mobile phone that you can afford.  
 T : Um, I have. Eh, which one? Okay, I have and I still have 2 choices.  
 St : Um, I have. Eh, which one? Okay, I have and I still have 2 choices.  
 T : Could you help me decide on which one?  
 St : Could you help me decide on which one?  
 T : Sure. Let me see the tabloids.  
 St : Sure. Let me see the tabloids.  
 T : Well, I think you should buy this mobile phone.  
 St : Well, I think you should buy this mobile phone.  
 T : Its features are more complete than that one.  
 St : Its features are more complete than that one.  
 T : Sekali lagi. Well, I think you should buy this mobile phone. Its features are more complete than that one.  
 St : Well, I think you should buy this mobile phone. Its features are more complete than that one.  
 T : You're right.  
 St : You're right.  
 T : But it is less attractive than that one.  
 St : But it is less attractive than that one.  
 T : Oh sorry, I miss one. Here it is.  
 St : Here it is.  
 T : My choices are on page 18.  
 St : My choices are on page 18.  
 T : You're right.  
 St : You're right.

T : Once again. Here it is.  
St : Here it is.  
T : And my choices are on page 18.  
St : And my choices are on page 18.  
T : You're right.  
St : You're right.  
T : But it is less attractive than that one.  
St : But it is less attractive than that one.  
T : I'll buy this.  
St : I'll buy this.  
T : Thank you.  
St : Thank you.  
T : You're welcome.  
St : You're welcome.  
T : Okay, that's for the next meeting. Okay? Speaking. Thank you for the attention, class. See you...

## MEETING XI

- T : ... No no no, last meeting. It's about action ... action verb and mind verb. Action verb and state verb. Oh sorry, action verb and mind verb. State verb or mind verb ... Okay, without opening the book, what is action verb? Bahasa inggrisnya apa? Ok, what is an action verb? who still remember? Action, action verb.
- S1 : Verb action ...
- T : Verb action ... what's an action verb? Who still remember, please. A verb shows action, alright. Example? Walk, ya ... write, teach, what else? Oh ya, okay, and ... what about state verb? A verb shows, yes. A verb that shows ... A state verb, a verb that shows the ... come on come on, no not action, mind or what is it state verb? A verb that shows the ... condition of.....?
- S2 : Of mind ...
- T : Of mind, of....? Okay, what else? Ok, you may open up your book. Please read. What is state verb, what is a mind verb, eh sorry action verb. Which one? Alright now, tell me. What is action verb? <pause> Also? Sense ... what do you say sense in Bahasa Indonesia? Indra, iya ... that's right. That's called state verb. What about mind verb? Eh oh my God. What about err, action verb. A verb that expresses....? <pause> Once again, please. Loudly please, everyone.
- Students : A verb that express activity or process
- T : Ya, dengan kata lain, yang mudah, you can say that action verb adalah kata kerja yang menunjukkan kegiatan ... sedangkan mind verb adalah kata kerja yang ... atau state verb adalah kata kerja yang ... apa? Menunjukkan atau menyatakan keadaan ... iya, bisa keadaan yang kamu rasakan, bisa keadaan yang ada di pikiran, right? Ya, okay ... is it mind verb or state verb?
- St : Mind ...
- T : Oh sorry, is it state verb or action verb? Right ... because there's no action ya, it's still here (pointing her head) ya ... agree. Alright, write?
- St : Action ...
- T : Alright, umm ... decide! Decide ... you know decide? Memutuskan ... mind or action?
- St : Mind ...
- T : Mind ... okay ... feel?
- St : Mind ...
- T : Mind ... okay. So, you know the difference between mind verb and ... state verb. And, we also already studied about adjective, or kata sifat. What is it for? To describe ... right! To describe something, to describe someone, ya ... those are what we need in descriptive text. Because descriptive text need action verb, needs state verb, and some descriptive word. Alright. Nah, i want you to read, read the text on page ... um, let me see. Iya, page twenty nine. You got it? Part ten. And then ... page thirty one. This is a song, song lyric. Oh, sorry sorry sorry, and page thirty. Page twenty nine, thirty, then ... thirty two, please work in pair. Bekerja... berpa.....?
- S3 : sangat ...
- T : sangat ... I just want you to underline the mind verb or state verb. Okay? And then second one, circle the action verb and write down on your note book, the adjective that is used here in those texts. You got it?
- St : Yees ...

- T : What should you have to do?
- S4 : Underline ...
- T : Underline the ... mind verb. Then?
- St : Circle the ...
- T : Circle the...?
- St : Action verb ...
- T : Action verb. And the third? Write down the adjective. Can you do that? How many minutes do you need? Fifteen is enough?
- S5 : Noo ...
- T : No, 20? Ok, fine. Deal! Twenty minutes. Please do. <PAUSE> Twenty minutes left. Come on be quick. <PAUSE> Okay, time is up. Let's check what you got. Look at the board. I write state verb, action verbs, and adjective. Action verb! Five action verb, Annisa Fauziah. This. Diyan putri, write down five action verb. Write down five state verb. <PAUSE> Do you have boardmarker? Nobody has boardmarker? Okay, and then the next one, Ilham! Five more action verbs. Use your own marker. Then, Razan, five more for state verb. Okay, Inge...
- S6 : Apa?
- T : Five words for state verbs ... Bowo, five words for action verbs ... Okay, and now Rifqi, five adjectives. Read neatly, write the word neatly. Okay, one more from you. Is it yours?
- S1 : Bukan ...
- T : No, come on.
- S : While you waiting your friends writing there, please find the meaning of its word in Indonesian.
- T : Alright, everyone please look at the board. Let's check whether all the answers here are correct or we still have to make some correction here. So we have "is". Oh ya, everybody please open up your book page ... 20... about action verb and mind verb. And check whether all of these are mind, er, is it mind verb or state verb. "is": yes or no?
- St : Yess ...
- T : Good. Located? What was the Indonesian for located?
- St : Berlokasi ...
- T : Ter... terletak ... it's okay ... and um, was?
- S7 : Iya ...
- T : Yes, umm sighted? Do you know the Indonesian for this word? Yes?
- S8 : Pemandangan ...
- T : Pemandangan ... Is pemandangan a verb? Memandang ... is memandang is a verb?
- St : Action verb ...
- T : Action verb? Okay, so "sighted" here almost the same like, almost the same as saw?
- St : Yes ...
- T : Yes, is it action or ... alright. Pass?
- St : Yes... Have? Okay. Challenging ... is it a verb? Action? What's the Indonesian for challenging?
- St : Menantang ...
- T : Yes?
- S9 : Menantang ...
- T : Menantang. Menantang here, action? Jadi misalnya kata menantang, kata challenging digunakan dalam kalimat seperti apa ya? Saya menantangmu untuk bermain catur. Is it the use for challenging?
- S4 : No ...

- T : No, jadi menantang yang bagaimana ya? Which one, saya menantang kamu untuk bermain catur nanti sore, or ... wow, ini tugasnya sangat menantang. Which one, challenging here?
- S4 : Tugasnya ...
- T : Which one, the first or the second?
- St : Second ...
- T : Masih mau mengatakan itu adalah kata kerja? The task is challenging. Ininya apa ya nak ya, kalo dia, adjective ... apa tadi, state verb, kalo state verb mengatakan kondisi apa itu? Kan state verb tadi kata kerja yang menyatakan kondisi, right? Nah, apakah challenging disitu menyatakan kata kerja? No, tugas ini menantang. Maksudnya, tugas ini apa?
- S4 : Susah ...
- T : Kata apa? Sama tidak dengan tugas ini sulit.
- St : Sama ...
- T : Almost the same ya, pola kalimatnya. Yes or no? This task is difficult. Difficult kata apa?
- St : Sifat ...
- T : Nah challenging ini?
- St : Sifat ...
- T : Naah. So, challenging is not state verb, but is an adjective. Yaa, that's right. Good. This is the ... terus, use: Is it a state verb or action verb? Action, okay. Love?
- St : Action ...
- T : Alright. Think?
- St : State ...
- T : Good. See?
- St : Action ...
- S4 : State ...
- S9 : State ...
- T : State ya? Say what? Express what?
- S6 : Senses ...
- T : Senses, good. Very good. Now, and then feel?
- St : State
- T : Afraid?
- S4 : State ...
- T : Adjective or state?
- St : Adjective ...
- T : It's an adjective ... Ya ... happy
- St : Adjective ...
- T : An adjective ... It's not a ... It's not a mind verb. Okay, alright. Most of you already know the action verb. Visit throw, eat, give, say, smile, all, pay, alright, sail or sailing ... right. Then, the adjective: amazing, strong, heighest, first, um ... okay, old, play? Work? Right, thin, slim ... ini ... mana lagi? Ooh ... ya ... sudah tau ya? Yang saya lingkari: what are they? It's a verb. Play and work, verb, belongs to state verb or mind verb?
- St : Action ...
- T : Oh, action ... State verb or action verb? Alright, so belong to....?
- St : Action ...
- T : Action, ok ... how about "first"?
- S10 : Noun?

- T : Noun? First, second, third, fourth, fifth ... bingung ... apa itu tadi? Is it a noun? Yoo, dicari. Saya tidak akan emngatakan apa-apa, but it's not action, it's not state verb, and it's not an adjective. Please find it.
- T : Okay right. So, baik anak-anak, jadi apa yang sudah anak-anak kumpulkan tadi meskipun belum semuanya, but these word are used in ... descriptive text. Ya ... baik yang state verb, action verb, maupun kata sifat. Karena kata sifat digunakan untuk apa, sekali lagi anak-anak?
- S11 : To describe ...
- T : Untuk mendeskripsikan ... Alright, kapan sih anak-anak harus mendeskripsikan sesuatu? Atau kapan sih membuat deskripsi, descriptive text? When? When what? When? When explain something ... ketika menjelaskan. "Wah ini saya harus membuat deskripsi". Ketika apa saja ya? Misalnya, oh saya harus mendeskripsikan orang ini ... When? Kapan kalian harus mendeskripsikan? Susah ya pertanyaan ibu? Ok, anak-anak perlu me ... apa, membuat deskripsi, atau perlu membuat, menjelaskan, kan deskripsi bisa menjelaskan benda, bisa menjelaskan orang, iya kan ... Take an example. Menjelaskan orang: kapan sih anak-anak menjelaskan orang itu? When?
- S7 : Ditanya ...
- T : Saat ditanya, dalam kondisi apa? Ya....
- S11 : Nyari orang ...
- T : Ya? Kalo misalnya mencari orang! That's good. Good answer, yes, kalo mencari orang. Bisa memberikan contoh lebih lengkap?
- S11 : Dia pake baju merah ...
- T : Oke, baju merah. Dia seorang guru, okay ... jadi, ketika ... apa tadi ... ketika harus menemukan orang ... kapan ya menemukan orang itu, kok anak-anak dalam kondisi wah menemukan orang ini ... when? Saat orang hilang? Jadi anak-anak ... iya, right, jadi anak-anak ... when you want to for example announce, mengumumkan, ya ... ada orang hilang, bisa nggak to hal ini terjadi?
- St : Bisa ...
- T : Where? At the mall, at the zoo, so maybe your brother is lost. So, you have to give.... yes? Description ... about your brother. Jadi itu, saat orang hilang. Saat harus menemukan atau mencari ... only at the moment? Atau saat orang hilang? Kapan lagi ya harus mendeskripsikan?
- S12 : Mencari ...
- T : Saat mencari ... iya, dimana? Mencari orang ... at the station, ya? Kenapa ya di airport, di station, harus ada mencari orang? Karena orangnya banyak ... ok, good. Because you have to pick up someone, and, and....? You don't know yet, okay. Jadi harus memberikan apa? Deskripsi ... ada dua, saat mencari, saat kehilangan. What else? Kapan kita harus memberikan deskripsi?
- S13 : Memperkenalkan diri ...
- T : Saat memperkenalkan diri ... Thank you, that's very good answer. Kalo memperkenalkan diri kita harus mendeskripsikan atau tidak? So, we have to describe ourselves, when you have to introduce yourself, very good. Kapan lagi kita menggunakan descriptive text. Yes, kesimpulan hari ini, saat kehilangan, saat mencari orang, saat harus mendeskripsikan diri, terus? Sudah, itu aja? Anak-anak menggunakan descriptive.. Deskripsi? I heard someone talking ... saat mengidentifikasi ...
- S14 : Air Asia ya?



- T : Oh, saat mengidentifikasi korban. So, you have to make a description, or descriptive text, because you have to explain ya, maybe the, ciri-ciri nya bagaimana. Jadi, ada gunanya nggak, anak-anak, kita belajar teks deskriptif itu?
- St : Ada ...
- T : Ada, right. Okay, so when you make a descriptive text, so you have to know about this. Sekarang kita buat yang sederhana dulu. Apa sih, what do you describe when you want to describe a person or people? Apa saja ya yang harus dideskripsikan? Yes?
- S4 : Fisik ...
- T : When you want to describe people? Ya, fisik, what are they? Skin, right ... how do you describe the skin? Sst, okay, what adjective that you use to describe skin?
- S9 : Black ...
- T : No ... I told you many times. Don't use black, white ...
- St : Dark ...
- T : Dark, yes. OK, what else? Yes? No, no, skin. Still skin. What adjective that you use?
- S14 : Fair ...
- S5 : Bersih, clean ...
- T : Ok, clean ya ... Haha ... clean, alright. Wow, ini bersih sekali. Ok, what else. When you want to say that ... Oh kulitnya putih, can you use white?
- S4 : Darkless ...
- T : So, you can say, she has a fair complexion. Jadi kulitnya bersih. Right, skin. What else? Face? Yes, face ...
- S6 : Oval!
- T : Oval ...
- S4 : Bulet opo?
- T : No, no, still on face ... oh yes?
- S16 : Ugly ...
- T : Okay, but you can use handsome or ugly. But it's relative, right? Apakah kalao dibilang handsome terus ketemu? Wow ... jadi yang lebih spesifik, yang mana? Ininya tadi oval, what else?
- S16 : Berjerawat ...
- T : What is jerawat? Acne, but I'm talking about adjective. Boleh, berjerawat tadi. What is jerawat tadi? Acne ... itu salah satu apa, spesifik ... apa, yang khusus ... apa lagi ya? Tadi selain handsome, ugly ... okay, so face you can check the eyes, kemudian apa lagi? Nose, lips, banyak ya ... it's face. Terus apa lagi ya? Kalau sudah skin, face, what else?
- St : Hair ... hair ...
- T : Yes? Hair, okay. Good. Yes?
- S6 : Bold ...
- T : Oh, bold! Nah, you know "bald"?
- S6 : Botak ...
- T : It means has no ... hair. Okay, kok sukanya yang jelek-jelek ya ... short hair or long hair ... kalo rambutnya jabrig, apa kita bilang?
- St : Spike!
- T : Okay, spike or spiky?
- St : Spiky ...
- T : Kalau rambutnya gimbal, naah?
- S6 : Afroo!
- T : Hayoo ... karna kamu tadi pilih yang aneh-aneh, bald, okay. Sekarang berambut gimbal, how to say that?

- S16 : Mbah surip ...  
T : What do you say?  
S6 : Afro ...  
T : Afro.. what is afro?  
St : Kribo ...  
T : Dia bukan gimbal ... beda ya, beda apa tidak. Jadi ada homework ini, rambut gimbal. Sama apa tadi, yang belum ketemu. First, kata apa ya ... right, and this one, okay. Before we end the lesson, this is the homework for you. Please write a descriptive text, simple, not ... necessary err ... about ... choose one of your teacher. Do not write the name, you just give descriptions, later on, your friends will guess who he is. Can you do that? Start by physical description. Okay, what you write there? Skin, face, hair, what else? You can add the height. What is the height? You can write also, age, estimated. Ya, diperkirakan. And of course please read the example again. Okay, can you do that? Alright, thank you very much. And that's all for today. I'll see you next week.

## MEETING XII

- T : I try my best to teach you what I know. I teach you how to pronounce a word, I teach you about grammar and etc. What I want from you is that you know which one is correct and which one is incorrect. So, after you complete your study at class 8, and then you go to class 9 or you go to senior high school, or even when you go to university, you know how to pronounce a word. Jadi kamu dah tahu yang bener yang mana, yang salah yang mana. Kalau ada ngomongnya berbeda, you can check from the dictionary. Try to check your dictionary. Clear? Hati-hati dengan pengajaran sesat. Kalau ada sesuatu yang berbeda, menurut saya generasi kalian yang beruntung menurut saya.
- T : Okay, today we are going to learn..... and it is written in the firsh chapter, it is about comparison. Come here, yes, you, and you, come here.
- St : (laugh)
- T : When you saw us, look at us here. When you look at us here, you can see that he is tall, yak and I'm also fat, iya kaan? I'm short and I think he is short also. Nah, sekarang kita bicara perbandingan. In Bahasa Indonesia, kita katakan dia tinggi. Dan dia lebih tinggi dari dia, kita bisa katakan... we can say that he is tall dan dia lebih tinggi dari siapa?
- St : Vinoo...
- T : Lebih tinggi dari Vino atau lebih gemuk dari, lebih besar dari Acil. Nah bagaimana caranya sekarang kita mengungkapkannya daam bahasa Inggris. He is taller than Vino. Tinggi, tall. Lebih tinggi, taller. Gimana caranya kamu ngomong kalo kamu lebih besar dari Acil? Yes, he is bigger than... I am shorter than Acil. Acil yang paling tinggi. Ngomongnya?
- St : tallest.. tallest....
- T : Acil is the tallest. Inget kalau yang paling, kita pake kata *the*. Vino yang paling besar?
- St : Biggest..
- T : Iya, Vino is the biggest. Saya sama tingginya dengan Ilham. I am....? As tall as....? Atau I am the same height, the same height, h-e-i-g-h-t, as Ilham. Atau I am the same as Ilham, cuman nggak tahu yang sama apanya.
- T : Thank you very much, makasih ya... So now, in the comparison we have 3 forms. The first form is the positive form. Positive form is used if we want to tell something similar ya.. something similar... similar artinya sama. I am as tall as... I am the same tall, the same height as... Kok nggak pake tall mister? Tapi pake height? Ya karena kalau kita pake the same, kita pake kata bendanya. Kalo tall kan kata..... sifatnya. The same height as Ilham. Atau I am similar with... itu yang oertama, positive form. Second one is about the comparative form. We compare two things, kalau kita membandingkan 2 benda, kita pake comparative form. Belakanganya ditambahi –er untuk kata sifatnya, kaya tadi. Acil is taller than Vino. Vino is bigger than Acil. Big-tall tambah –er. Kalau satu suku kata ditambahi –er, iya kan? Kalau 2 suku kata? Kalau 2 suku kata, ada yang ditambah –er, ada yang ditambah dengan..... more. Contoh, stupid. Saya nggak ngomong stupider, saya ngomongnya more stupid. Clever? Kita nggak ngomong more clever, tapi kita ngomong cleverer. Ada beberapa, tapi ada satu, ada beberapa kata tang bisa pakai dua-duanya. Handsome. Ada yang ngomong, ada orang yang ngomong handsomer, ada yang more handsome. Tapi saya lebih senang kalau pake more handsome. Kok bisa gitu si, Mister? Yaa tergantung, spoken language kan beda-beda, terus kalau menentukannya pakai more sama –er itu kata kerja yang terdiri dari 2 suku kata gimana? Nggak ada, nggak ada anunya, nggak ada ketentuannya. Jadi saya nggak bisa kasih tahu kalian kata apa saja yang bisa.. tapi yang pasti, kata yang udah jelas kayak stupid itu, nggak mungkin ada stupider. Terus, kalau terdiri dari lebih dari 2 suku kata? Kita pakai, bukan ditambahi –er tapi tambahi more. Bukan *beautiful-er*, tapi more beautiful. Nggak ada *careful-er*, nggak ada. More careful.... be careful. Misalnya interesting. Itu kalau

membandingkan 2 benda. Tapi kalau membandingkan benda yang lebih dari 2, atau sesuatu yang paling... Acil is the tallest. Vino yang paling besar? Vino is the biggest. Inget, kata-kata *the*. Nah kalau yang lebih dari 2 suku kata? Kan tambahi *most*, she is the most beautiful woman in her house. She is the most beautiful cat in the world. Tahu nggak kucing paling cantik di dunia?

S2 : Cat woman...

T : Yeah, cat woman. So far, any question? Gampang to? Gampang kan? Gampang sekali, kalian belajar juga gampang, sulitnya dimana? Ketika saya suruh kalian mengerjakan soal. Tolong buat kan saya, buat kan saya, please give me a descriptive text which contain comparison, for example I want to describe my...

## MEETING XIII

- T : Good morning...
- St : Good morning, Mr. Otniel.....
- T : Number 1. Melahirkan atau menanggung...
- S1 : Apa?
- T : Melahirkan atau menanggung.
- S1 : Melahirkan atau mengandung??
- T : Yoi, melahirkan atau menanggung, bukan mengandung. Apa bedanya mengandung sama melahirkan?
- S2 : Beda, mister...
- T : Ya beda to... Yes?
- St : Beer...
- T : Iya, mbacanya bear. What is the past form? Bore, iya... Verb 3? Born.. b-o-r-n...
- T : Next, number 2. Merusakkan, atau mematahkan, atau menghancurkan.... Yak apa? Dengarkan, mbacanya break, broke, broken. Ada yang salah? Okay, next. Berbicara. Apaa, berbicara?
- St : Speak, spoke, spoken.
- T : Speak, spoke, spoken. Lhoh kamu berdiri juga, jawabanmu apa?
- S3 : Saya say...
- T : Oh say.. kamu, say juga? Say itu lebih ke berkata daripada berbicara. Number 4, mencuri.
- St : Steal...
- T : steal.....?
- St : stole, stolen..
- T : Kamu njawab apa? Yoma njawab apa?
- S4 : Steal, tapi bentuk kedua ketiganya salah.
- T : Next, number 5. Merobek atau menyobek. Yak apa?
- St : Tear...
- T : Tear, tore, torn... Bener? Next, bersumpah. Sumpah deh. Bersumpah... What is bersumpah?
- St : swear...
- T : Verb 2?
- St : Swore...
- T : Verb 3?
- St : Sworn... suerr...
- S5 : Kamu bisa bahasa inggris nggak? Suer, aku nggak bisa. Brati bisa...
- T : Next, memakai atau mengenakan...
- St : Apa?
- T : Memakai atau mengenakan. Yeah, what's memakai atau mnggunakan in English? Wear, wore, worn. Next, number 8. Membaca... What's membaca?
- St : Read, read, read.
- T : Sama tulisannya. Berikutnya, number 9. Bisa atau dapat. Oke, apa? Bisa atau dapat?
- St : Can, could, could.
- T : Could, could... The last one, akan. Akan magrib.
- St : Adzan...
- T : What is akan?
- St : will... would... would.
- T : Okay now, please you read from number 1 to number 10. And if you make mistakes to the pronunciation, you re-read number 1 to number 10. 1, 2, 3, go.

- St : Bear, bore, born.  
 T : Next.  
 St : Break, broke, broken.  
 T : Next.  
 St : Speak, spoke, spoken.  
 T : Next.  
 St : Steal, stole, stolen.  
 T : Next.  
 St : Tear, tore, torn.  
 T : Next.  
 St : Swear, swore, sworn.  
 T : Next.  
 St : Wear, wore, worn.  
 T : Next.  
 St : Read, read, read.  
 T : Next.  
 St : Can, could, could.  
 T : Next.  
 St : Will, would, would.  
 T : Okay, so far we have learned English and I try my best to teach you pronunciation and everything about English. Because I want you to truly understand about it. So, if you get another teacher or another lecturer when you get your college, you know which one is correct and which one is incorrect. You know what I mean?  
 St : Yes...  
 T : Okay, today. Today you are going to study about comparison. Adit, come here please, and you come here. Okay friends, when you look at us, yes he is tall, and he is.....?  
 S6 : long...  
 St : Hahahaha...  
 T : And he is short. He is the same as me, right. I'm short and he is also short. Nah kalau di bahasa Indonesia, in Bahasa Indonesia, we say: Adit yang lebih tinggi dari saya sama... Izza, siapa?  
 St : Pothok...  
 T : Adit lebih tinggi dari saya dan Izza. Adit yang paling tinggi. Saya, Otniel, lebih tinggi dari Izza. Jadi, Izza yang paling.....?  
 St : Pendek...  
 T : Iya to? So, how do you say in English? How will you say in English? Adit is.....?  
 St : Tallest..  
 T : Adit is the tallest... the tallest! He is... kalau dia lebih tinggi dari Izza?  
 St : Adit is taller.....  
 T : Adit is taller than Izza. I am taller than.....?  
 St : Izza...  
 T : But I am shorter than Izza, eh Adit. Ya, thank you very much. Contoh yang lain, Pras! What do you think of.....?  
 S5 : Aku putih aku putih kok..  
 T : Okay, make comparison of these. What do you think of this and this?  
 S7 : He is more fat than...  
 T : Yak, more fat lebih baik pakai kata apa?  
 S7 : Biggest.  
 T : No, no, no, bigger. Fatter. Prastowo is fatter than... Raka. Raka is.....?

- St : Thinner...
- T : Raka is thinner than... Prastowo. Sekarang kalau dari perbandingan kulit, Prastowo is...?
- St : Darker...
- T : Prastowo is darker than Raka... Thank you. Okay, istirahat dulu...
- T : We learn about comparison and I show you, I show to you: Adit, Wiga, and then Raka..
- S5 : Rakan...
- T : Raka to? Rakann. So, we have for the comparison, actually we have 3 forms: the first one is what we call as positive form, positive form itu kalau menyatakan hal yang sama, the second one is comparative. The second form is comparison of the comparative form. We use that if we want to compare two things kaya tadi, Rakannn.... and Adit. Eh, dua benda lagi, dua apa? Dua ekor manusia ya, dibandingkan. The third form is superlative form. If you want to tell something is the most bla bla bla. For example, as I, Adit, Izza... Izza and I were here. And I told you that Adit is the tallest. Jadi bentuknya ada 3. Now, we are going to look at the first form. It is the positive form, sesuatu yang sama. How to say something is the same? In Bahasa Indonesia, it's going easy. Misalnya, rambutnya Nadin sepanjang rambutnya Alda. Atau Prastowo sama pintarnya dengan Syafa. So, how will you say in English? Yaa, the same. The same is bisa, atau similar with. For example, Prastowo is the same as... siapa, misalnya. Tapi itu kan nggak jelas, apanya yang sama? Kaan? Nah kita pakai itu kalau sudah membicarakan yang lain sebelumnya. Syafa itu ranking 1 lho, Prastowo? Prastowo juga ranking 1 lho. Dimana? Di keluarganya, bapak ibunya tidak ada yang mampu menandinginya, berarti mereka sama pintar? Iya, mereka sama pintarnya. Nah kita lagi ngomongin ini kan, Syafa is the same with Prastowo, without mentioning the things. Kalau mau ngomong sama pintarnya, Prastowo is the same apa? The same clever as Syafa. Itu untuk yang pertama. Yang kedua saya katakan, pake similar with yang sama, bukan apanya yang sama, misalnya many women, many foreigners, foreign women like Prastowo because he has very sexy skin. Naah we are, ternayat ada temen alin yang ngomong, si Nganu juga sama, sopo? Yugi juga sama, Yugi is similar with Prastowo. Itu cara yang kedua, yang ketiga? Kalo yang ketiga kita bisa pake ini yang paling gampang. Kita pake as bla bla bla as, misalnya Yoma is as big as....?
- S4 : Pothok...
- T : Fitnaah, as big as Otniel.
- S9 : Ih kok jahat banget si, Mister...
- T : Nanti aku njahatin kamu, kamu ribut terus diem aja...
- S9 : Ya mister tu nggak boleh gitu sama semuanya.
- T : Ya sudah, kamu aja kalo kayak gitu..
- S9 : Termasuk aku...
- T : Itu kita kalo apke as bla bla bla as disebutkan kata sifatnya yang apa. Sampe sini ada pertanyaan? Gampang ya? Naah, second one, kita mau membandingkan 2 benda yang berbeda. Compare 2 different things, Adit and Izza. Yang satu Izza yang satu Rakann.. Adit lebih tinggi? Adit is taller than Izza. Izza lebih pendek? Izza is shorter than...? Kita tambahkan akhiran -er untuk kata sifat yang hanya 1 suku kata. Shorter, what else?
- St : Tall..
- T : Tall, satu suku kata. Fat, satu suku kata.
- St : Thin...
- T : Thin! Satu suku kata...
- S2 : Beautifuller...
- T : Berapa suku kata, beautiful? 3 suku kata. Naah bagaimana dengan yang lebih, dengan 3 suku kata?
- St : More...
- T : Yes, untuk yang 2 suku kata, ada yang pake -er, tambahi -er, ada yang pake more.

- Contohnya, misalnya kayak stupid, itu bukan stupider, tapi more stupid. Clever? Bukan more clever, tapi cleverer..
- S9 : Mister, mister, waktu itu aku nemu di buku apa gitukan, itu kan stupid gitu, lha ada yang pake -er, ada yang pake more?
- T : Apa? Stupid.. who's stupid?
- St : (laugh)
- S9 : Baca di bukuuu...
- T : Ya, ya, ya.. Kaya handsome, ada yang ngomong handsomer, ada yang ngomong most handsome. Terus gimana? Ya itu exceptionnya, ada pengecualian... ada kata-kata pengecualian. Apa saja, Mister? Jadi kalian cari sendiri, belajar sendiri, siswa aktif. Kurikulum 2013!
- St : Yaaah...
- S4 : Good!
- T : Yes, of course. I am! Yang ketiga, tadi superlative, yang paling. Adit is the tallest. Inget kalau kata-kata paling itu ditambahi *the* depannya. The tallest, the most beautiful cat in the world. Siapa sih kucing yang paling cantik sedunia?
- S2 : Hello Kitty!
- T : Cat woman, yo...
- S10 : Cat..ty Perry!
- St : (laugh)
- T : Tadi waktu di kantor, tadi ketika saya di kantor, kemudian saya inget kan, apa aja tadi ya.. oh iya, saya manggil Adit karena dia tinggi, terus si Izza karena dia cendhek, saya sering mengatakan si Sam paling gede sedunia. I just want to tell you that we don't need to be... to be inferior. You know inferior? Inferior itu artinya, ngapain juga kamu sebel sama dirimu. Makanya kok saya sering kalau ngomong sama kalian soal fisik, Prastowo hitam, Yugi item...
- St : Haha...
- T : Karena saya pingin gini lho, dulu SMA saya merasa plaing pendek. Iya lho, serius, paling miskin sedunia, terus paling nggak punya pacar... So at that time I feel sorry because of my condition. Nah, kemudian, yang bisa saya lakukan apa? Nah disini ada Muslim, ada Kristen, cobalah dekatkan diri kalian dengan Tuhan, jadi kalian cuma dikasih sama Tuhan. Kalian harus bisa ngrasain, oh iya ya... udah diciptakan sama Tuhan kayak gini. So, what? Kalo ada orang ngomongin kekurangan kekurangan kalian, so what? "Dit kok kamu kayak tiang listrik sih?" So what?
- St : So what?
- T : Terus kalau udah seperti itu terus apa? Terus ngapaa? Ngapain? Saya dulu punya teman di Sadhar waktu kuliah, cewek, tinggi banget, kamu tahu nggak, jadinya malah lucu. Orang tinggi sama orang pendek... Saya nggak tahu ya, di agama Islam, kalau kami di Kristiani, di kami ada kata-kata seperti ini. "Barangsiapa menghina sesamanya, maka sama saja.. sama saja menghina Penciptanya." Kalau kalian tidak bersyukur dengan keadaan diri kalian, sama aja kalian menghina Tuhan to? Yang menciptakan kalian.. Yang pastinya satu hal.. jangan sekali-kalinya pernah minder. Apapun keadaanmu, asal kalian tidak melakukan kesalahan, jalani terus. Kenapa minder? Ya aku kayak gini, terus kamu mau apa? So my point is, my point is, dont feel inferior with your... condition. Ok now, okay sekarang tolong buat kan saya. Satu teks deskriptif. Siap?
- St : Yeaah...
- T : Yang mengandung comparison. Jadi kalian menggambarkan tentang teman-teman kelas, atau keluargamu di rumah, atau peliharaanmu, atau apapun pokoknya descriptive text about... something, and your descriptive must have a comparison degree. Kerjakan. 15 menit.
- S9 : Mister, kalo comparisonnya binatang nggakpapa kan?
- T : Nggakpapa, tapi kamu mbandingin antar binatang kan, bukan binatang sama Alda..



## MEETING XIV

- T : Good morning. We are going to play a game. The name of the game is War Ship, ngerti ora artine?
- St : (laugh)
- T : Okay, buat grup, 1 group will be 1 ship, so here I have 4 ships. Ok, now the rules of the game are first, the students who are in front of here will be the captain of the ship. The last student will be the shooter, iya nembak... Now, you can change the role of the captain and the shooter. For example, the first game Aziza is the captain, Aden the shooter. For the second game, you are the captain. You are the shooter. It's up to you. It depends on your group, okay? Now, the job of the captain is to lead the discussion in your group, okay? The shooter's job is shooting the other ship. Now, the game, for example, I say "Mention 4, 2.." oh sorry, you must have the name, for example, for example the name of this ship is Bawara, the name of this ship is Spongebob, the name of this ship is Aziza, the name of that ship Black. For example, now for example, I say "Mention Verb 2." And then I give you time to discuss then you may discussion, you may discuss it and decide who will say what. For example, Verb 2 tadi ya, could-brought-cut, bla bla bla until you.... yes? Ayu says the last word, for example bought, misalnya the last student, you must shoot the other ship. For example, you want to shoot Bawara, you say Bawara and then Bawara, you must mention Verb 2.. Read, had, did... bla bla bla.. until you on the last student, you shoot the other ship, for example, you shoot Spongebob, or you can shoot Patrrick again, and you must say another word. Clear?
- St : Clearr....
- T : Now, if.. if one student says the same word as the other students from the other groups, you will lose the game and your score will be -5. It is okay for you if you mention the same word as the students in 1 group, but you must change quickly. If 1 student doesn't understand or doesn't know what's she or he must say, the other students in that group must help him or her. Okay?
- St : Okaaay...
- T : Let's start the game. Thirty seconds for you to find the name of the ship. Ok, now. <PAUSE> Ready yaa, what team?
- S1 : Bawal... (laugh)
- T : Yaa diinget-inget, this group.... Greget. Next group? Patrick, ora kreatif blas e.. Patrick, Greget, Bawal. Ok, now let's start the game. Mention things at hospital. One minute for discussion.
- T : Ok, now I'd like to ask you. What do you learn from this game? <PAUSE> Yeah, game is fun? Anyone wants to say their opinion? Apa lagi? Ada lagi? <PAUSE> Bisa melatih daya ingat, okay, concentration, hearing. Ada lagi, selain kerjasama? Menghormati guru, sopan santun. If you don't keep silent, you won't hear your friend right? Halaman 4 latihan 7! Ngerjainnya sendiri-sendiri tapi boleh kerjasama dengan teman.

## MEETING XV

- T : Okay, good morning, everybody. Today we are going to learn about comparison. Last time I ask you and I showed you what kind of comparison, I showed to you about positive, comparative, and also superlative form. Iya kan? Nah, sekarang ini kita belajar soalnya. Itu soalnya udah ada di depan kalian, try to do what the questions right there and try to keep off from your friends. Do it by yourself. And then, we are going to check, so yeah... I will be able to know how good you are about comparison. Kerjakan sekarang, keliatannya nggak lama kok. <PAUSE> Number 1, student number 17, please. Student number 17? Oh you, please read number 1.. <PAUSE> So, Donna is taller than Andrew, that disini artinya daripada, membacanya than, kalo then t-h-e-n itu artinya kemudian, lebih pendek then daripada than. Donna is taller than Andrew, bukan Donna is taller than Andrew. Yang daripada lebih panjang. Number 2? Student number 1, please.
- S<sub>2</sub> : My father is 45 years old, my mother is 26 years old...
- T : Lhoh, kok 20? Tuo banget kaceke, itu nanti bapaknya, udah tanya-tanya, udah nggak bisa ngapa-ngapain. Tapi ibunya masih...
- S<sub>2</sub> : My mother is 46 years old. So my mother is older than my father.
- T : Iyak, my mother is older than my father. Three, number 3. Student number 31  
<PAUSE> Ok, buffalo. Every one repeat after me, buffalo....
- St : Buffalo....
- T : Buffalo...
- St : Buffalo....
- T : Elephant
- St : Elephant..
- T : Elephant
- St : Elephant..
- T : Eleven
- St : Eleven
- T : Eleven
- St : Eleven
- T : Okay, gajah apa? Gajah apa?
- St : Elephant... Sebelas apa?
- T : Eleven.. Buffalo ki opo? eh kerbau apa?
- St : Buffalo
- T : Good. Number four, student number 21. <PAUSE> Okay, most students think mathematics is harder or more difficult than social science. Coba, tolong diulangi.
- S<sub>4</sub> : Most students think mathematics is harder than social science
- T : Iyak, ini khususnya untuk saya. Ada yang berpikir kebalikannya? Yes, terus jawabannya apa? Baca punyamu
- S<sub>5</sub> : Most students think that mathematics is easier than social science
- T : Yes, very good. Berarti besok masuk kelompok IPA semua ini ya. Next, student number eight, please. <PAUSE> Okay, Roger is younger than Drew. Fifteen, not fiveteen. Ulangi... <PAUSE> Okay, seven? Student number 20, please.
- T : Fadhil is ....?
- S<sub>7</sub> : Shorter
- T : Okay, lebih apa sih?
- St : Shorter
- T : Bukan shorter, shorter itu lebih pendek untuk manusia, tapi mosok lebih pendek dari

- bukit dan kurang tepat, kan itu tinggi dan lebih rendah to? Selain pake, untuk menggantikan kata shorter, I'm short and I'm shorter than he is, that's okay. But, tapi what is the best words to replace the word for hill? Lower, itu lebih rendah. How about smaller? Kira-kira... Is the hill smaller than mountain? Yaa, ok.... if you want to answer smaller, it's okay. But it is we can't say shorter but lower. 8, student number 1, please.
- S<sub>8</sub> : A horse runs faster than a dog
- T : Yes, a horse runs faster than a dog. 9, student number 9, please.. <PAUSE> Yes, car price is usually more expensive than a motorbike price. 10, student number 11, please.
- S<sub>10</sub> : The red jacket cost Rp 600,00..
- T : Weiss, kok hundred?
- S<sub>10</sub> : Eh, Rp 6000,00. The blue jacket costs seventy-five thousand rupiahs. The red jacket is cheaper than the blue jacket.
- T : Okay, dengarkan. dengarkan. The red jacket is cheaper than the blue one. Itu menggantikan satu kata benda yang sudah disebutkan di depan, kita bisa pake kata one atau kata ones. One digunakan kalau bendanya cuma satu seperti tadi. The red jacket is cheaper than the blue ones. But, if we talk about the plural nouns, we say ones. The red jackets, misalnya, are cheaper than the blue ones. Berarti benda nya lebih dari satu. Ayo, silahkan lanjutkan, kerjakan. <PAUSE> Student number six, please? <PAUSE> Ya, okay, ada jawaban yang lain selain the most diligent? Dia tidak pernah datang terlambat. Selain rajin? Kalau rajin, dia datang pagi. Tapi kalau misalnya, misalnya bel jam 7, saya datangnya jam enam lima sembilan menit, telat nggak saya? Nggak.... Apa selain most diligent pake kata apa? Pernah denger kata discipline? Discipline? Ya, kan juga bisa pake kata itu to.. The most discipline student in my class. Sebelahnya... <PAUSE> Ya, ini yang seperti tadi saya jelaskan. We use, apa nomornya, one and ones. Those are expensive, but the most expensive jacket is the red one. Number four, sebelahny... <PAUSE> Okay, almost all students, think that mathematics is the hardest subject, tapi kalo mereka berdua the easiest subject in the school. Next, sebelahny... <PAUSE> Okay, Mr.Ron is the most patient teacher, the most kind teacher, eh sorry kok the most kind, the kindest teacher in our school. Six, sebelahny... <PAUSE> Yak, but the tallest student is Raka, the tallest one is Raka. Seren, next, sebelahny... <PAUSE> Okay, cita is not as the fastest runner. Number eight, belakangnya... <PAUSE> Ya, maybe the smallest animal in the world. And who is the smallest here?
- S<sub>19</sub> : The cutest..
- T : Number 9. Sebelah kirinya.. <PAUSE> Smallest? Ah yeaah, Jakarta is the most crowded city in Indonesia. Ada jawaban lain selain most crowded? The.....? The most modern city. Sebelah kanannya, kamu njawab apa? Crowdest, kamu, apa?
- S<sub>21</sub> : Crowded...
- T : Kanannya...
- S<sub>22</sub> : Crowded...
- T : Kamu njawab apa? Iya....
- S<sub>23</sub> : The most crowded...
- T : Iya, depannya, depannya, iya kamu?
- S<sub>24</sub> : The most crowded
- T : Hm. Sebelahnya... Ten, Bel....
- S<sub>25</sub> : That's why his room is the cleanest among our house
- T : Okay, That's why. W-H-Y ya... That's why, his room is the cleanest among our room. Ada yang lain lagi? Yo, number one! Ana is 157 centimetres tall and Arman 157 centimetres tall, so Arman has the same.....?
- St : Height...

- T : Height, the same height. My car is red, my brother car is red. Our car has the same....?
- St : Color...
- T : Colour.. this pencil is long, that pencil is short. That pencil isn't as.....?
- St : Long....
- T : Long as this pencil. My father has the same.....? The same age as my mother. A buffalo can't run as.....? Fast as.... we have the same hobby. I can do the biology test easily, biology is not as.....? Hard, difficult bisa... Luna and Maya has the same.....?
- St : Height...
- T : Height..... Iyalah, Luna Maya have the same weight, W-E-I-G-H-T. An orang utan isn't as strong, selain strong? Ukuran? Ya, big, next, I think this T-shirt is small, can you get the bigger ... Sofi is my.....?
- St : Younger...
- T : Younger.
- T : Jakarta is a modern city, but new York is..... more... The test is very difficult. I think it's.....?
- St : Easier...
- T : Easier... okay. European people usually student taller. Selain taller? Kamu ngisi apa e cah? Okay lanjut. The car's price is usually.....? Apa? More expensive... My house is near my school, we go to school on foot. Our penthouse is...? Okay, further.
- S26 : Apa?
- T : Further... Baik okay lanjut..
- T : Ok friends, okay, that's all for today, next week... Oh ya, kalian libur ya, berarti senen, oh selasa liburnya.
- St : Selasa..
- T : So, have a nice weekend ya, bagi yang punya pacar ya jalan-jalan. Bagi yang jomblo ya jomblo aja. Ok, thanks, see you next week.

## MEETING XVI

T : I showed you how to compare something. Between two things, or something which is... I have asked you to write descriptive text related to comparative. Now, I want you to work in a group of two. Karena ada sisa 1 berarti 1 kelompok isinya 3 orang. And then try to find some things. And then you compare those things. Make 10 comparative sentences, make 10 superlative sentences, and 5 positive sentences. Positive tu yang sama, misalnya for example Class 8.1 is as big as Class 8.2. Atau misalnya yang sama apa ya? Oh ya, we have the similar size of the yard, misalnya seperti itu. Clear? No question? I give you time for about 15 minutes, ah ya ora cukup..

St : (laugh)

T : I give you for about 25 minutes? Okay, di buku aja salah satu... You can go out there. Yak, silakan keluar, silakan bekerja, berdua berdua.

(Students go outside.)

T : Please. Adit is taller? Oh keliatan ya.. Thank you. One, for superlative degree. Yak, apa? Dea is the youngest student in this class. Is it true?

S3 : Yes...

T : From his physical appearance? Okay, once more. Superlative degree. Yak satu aja, bacain. Satu lagi yang positive?

S4 : Riza's hair has the same color as.....

T : Okay. Good. Thank you, satu lagi. This one, comparative degree. Yes...

S5 : Mathematics book is thicker...

T : Mathematics book? Thinner?

S5 : Mathematics book is thicker than Seni Budaya book...

T : Okay, satu lagi. Positive! One more for positive degree.

T : Good. Thank you. I will check your work next week ya, sama the descriptive text and also for 25 sentences you have made. And I think it's time for you to have free time.

St : Yeaah!

## MEETING XVII

- T : Ya, you're going to learn comparison. Now, before doing that, I want you to make a group of 3. Come on, 3 groups with the same number of members. Sekarang berhitung dikelompoknya. 9 ya, 10...
- T : Okay now. Listen to me. We're going to have a game. I think I have ever made this game with my students when we were in Class 7 and the game is called war ship. Nah sekarang, peraturannya, the rules. We are going to talk about vocabularies and this line, 1-2-3 will be the ships of war ships. One war ship, one war ship, and then the other war ship. First, you must find the name for your war ship. For example, Bawara – Spongebob – Uya Kuya, and others. Sst, woy diam. This is the first rule. The second rule, you can change the rule, but I will tell you that the first student will be the captain of the team, and the job is to lead the discussion of the group.. and then the last student will be the shooters. All of you will be the shooter. You shoot the other ships. And you can change the role. But for the next game, she can be a shooter, so you may change the roles. Okay, now about the game. For example, I ask you to mention verbs. Please mention verb 1. Irregular verb 1... and then for example, this name group, this group's name is Bawara. Bawara, you will mention Verb 1, for example cut, break, bla bla bla until... yes. And you, you shoot the ship, for example this ship is Wara, then the ship will mention the first irregular verb: hang, buy, break, bla bla bla.. and then you shoot this ship, you will say: Bawara! You should mention other Verb 1. Nggak dong to? Yo, let's play. It's an example. Warming up. If you mention the same word which the other group had mentioned, you will lose. You will be lost the game and your score will be -5. If! If you mention the same friend's, friends in the same group mention the same word, it's okay. But quickly you change. Try to find another. Okay? Yo let's try. Mention verb 1..... what team... What's the name of your team? 30 seconds to find the name. <PAUSE> Okay, time is up. What's the name?
- St : Dek yo..
- T : Dekyo.. Then...
- St : Winner...
- T : Ha? Winner. This group?
- St : Hot cheese!
- T : Now, about the game. For example, Dek Yo, Winner, Hot Cheese. We try. We try game. Mention the verb. Mention verbs, 1 minute for discussion!
- T : Okay, time is up. Okay, we start from Dek yo. Please.
- S1 : Swim.
- S2 : Lay.
- S3 : Break.
- S4 : Dig.
- S5 : Seek.
- S6 : Sweep.
- S7 : Sing.
- T : Sing, no no.. You mention.....
- S8 : Hot cheese!
- T : Hot cheese? Freeze, steal, stole, okay stole. Ring, swim, tetoot! Tadi kan sudah to swim, berarti dia kalah, -5. It is an example, not yet a game. Mention things, sorry, mention verbs related to sport. One minute for discussion, up to you.
- T : We start from hot Cheese. Throw,shoot, come on, kick, 1... 2... smash! Service, swim, fly, run, Winner! Pass? Oh passing.. Dribble? Took.. walk.. block.. jump.. catch.. 1... 2... 3... 4... 5...

- basket? Basket kan kata benda. Did, fight, okay, Dek yo! Bentar-bentar, -5.. So, this is -5, nil, nil.. Okay, next. Mention things at traditional market. 1 minute for discussion!
- T : Okay, let's start. Okay, 1, 2, 3, 4, 5. We start from Dek Yo! Fish, chilli, mangoes, carrot, corn! Broccoli, salary, spoon, spinach, rice, money, Hot cheese! Basket, fruit, ulangi!
- S9 : Fruit..
- T : Table, apple, flowers, peanut, salad, oh iya.. cock, apa? Oranges, meat, Dek yo! 1.. 2... Chicken, oh ya okay, cat, water, oil, shrimp, okay, goat? Ha? Cabbage? Oh pork, 1.. 2.. 3.. 4.. ha? Tuna... What's Tuna in English?
- S8 : Tuna fish..
- T : Okay, potatoes. Winner, clover? Chilli?? Tetoot!
- St : Aaargh...
- T : -5, -5, nil. Okay, next. Lanjut nggak?
- St : Lanjuut...
- T : Okay, next. Mention adjectives. 1 minute for discussion. Start from the Winner, please. Low. Ha? Thick, slim, diligent, evil, pretty, beautiful, warm, Dek yo! Red, oh red.. apa? White, clever, yellow, blue, green.. Black, stubborn, yes..
- S7 : Hot cheese!
- T : Black, black udah ya? Yaa.. -5, -5, -5.. Okay, game over. Silakan kembali ke tempatnya masing-masing. Thank you... Okay now, I want you to work in group of 2. Yang sekelompok 3 orang, yang lain 2 orang. Try to find, to make, kok find.. Make 10 sentences of a positive degree: as... as. And then also 10 sentences of comparative degree and also 10 sentences of superlative degree. But, you must find the things, or you make these sentences based on the situation in our school. You can work of 2, and then go outside there. Try to find something that you can use for your sentences. So, 1 group will make 30 sentences with 3 different types. You can make positive, negative, or interrogative sentences. Okay, any question? No question? Okay, yak, if you don't have any question, you can go out now.
- T : Kita cek, berapa yang kalian dapat itu, nanti kalau kalian belum dapat 20 ya diselesaikan di rumah. Mulai dari student number 6. Bacain yang positif 2. Yang positif berarti yang apa?
- St : Yang as...
- T : Yang comparative dapat berapa? <PAUSE> Della has the same height as Lala. Okay, Della is 152 centimetres tall, Lala is 152 centimetres tall. Okay, very good. Next? <PAUSE> Than, bukan as ulangi. <PAUSE> Nadilla and Alda have the same height, both are long hair. Kalo diartikan, Nadilla dan Alda punya rambut yang sama. Keduanya punya rambut yang sama. Iya to? Haruse gimana, Denis? Kan saya minta 1 kelompok.. What's the correct one? The correct one? Nabilla's hair is as long as....?
- St : Alda hair...
- T : Alda's. Atau kalau kamu ngomong both are long hair, itu artinya keduanya adalah rambut panjang, salah. Kecuali kalau kamu ngomong, their hair are long. Yo, lagi. Student number 7. Who's student number 7?
- S3 : Chacha has the same height as Agni.
- T : Chacha has the same height as Agni. Good. Once more.
- S3 : Chacha has the same weight as Novi.
- T : Chacha has the same weight as Novi. Ok, thank you. Student number 11, please. Siapa, who's student number 11?
- St : Dennis..
- T : Oh Dennis, sorry.. Student number 21? Yang sama lagi ya, yang positif lagi..
- S4 : The window of VIII.5 is as big as the windows of class VIII.8...
- T : Ulangi, yang jelas, yang keras.. The window of VIII.5 is as big as the windows of class VIII.8... Satu lagi...

- S4 : Picture of Jokowi is as big as picture of Jusuf Kalla.
- T : Okay, picture of Jokowi is as big ya? as big as picture of Jusuf Kalla... Okay, good. Next. Student number 25, please. Baca yang sama, yang apa... positif... <PAUSE> Dita's phone is the same as Shafa's phone, kalimat ke-2 tidak menunjukkan apapun yang sama. Artinya sama aja kan. Tapi tidak menunjukkan sama apa, beda dengan kalimat pertama. Yang pertama, sama. Apunya? Panjangnya. Boleh nggak? Boleh. Bener nggak? Bener... Nah sekarang pertanyaannya: What is something similar?
- S5 : Merk...
- T : Merk? Okay, jadi kalimatnya? Kalimat positifnya? Brand ya, coba sekarang..
- S5 : Dita's phone is the same brand as Shafa's phone..
- T : Dita's phone is the same brand as Shafa's phone boleh.. Itu juga bener, tapi lebih jelas yang sama apapun. Next, comparative degree. Student number 30.
- S6 : Bila is cuter than Ria..
- St : Hahaha..
- T : Itu fitnah atau mengejek?
- S6 : Emang...
- T : Cuter itu nama lain dari Vespa itu ya?
- St : Scooter..
- T : Next, the second sentence.
- S6 : Dhea is older than Syafa (laugh)
- T : Dhea is older than.. Syafa. Ya, we haven't finished the task. The next meeting I will check your task, okay? Before I leave, any question? No question? Okay, thank you ya for your cooperation. I saw you, you did the task with responsibility. Very good for you, thank you. I think that's all for today. See you yaa. Goodbye. Have a nice weekend ya!



## MEETING XVIII

- T : Pilih satu dari ...
- S1 : Table. Thingsnya table, questionnya how many, eh ...
- T : Yang keras, yang keras
- S1 : How many tables are there?  
There are 6 table.
- T : Ok. Table. Hanif, table.
- S1 : Table.
- T : Ulangi...
- S1 : How many table are there? There are 6 tables.
- T : Tables. Kan how many ...
- S1 : Okay, okay. How many tables are there? There are 6 tables
- St : Hahaha
- T : Depanannya
- S2 : How money metre ... the long ...
- T : Ulangi. How many ...
- S2 : How money metre ...
- St : (laugh)
- T : How many metres are there? There are 1.
- S1 : Hah? Jumlah cuy
- S2 : Oh ... How money ...
- S1 : Many ...
- S2 : How many windows are there? There are two windows.
- T : Okay, tadi yang point itu apa e?
- S3 : Long ...
- T : Long?
- Ost : Panjang ...
- T : Ngukur panjang? Berapa panjangnya?
- S2 : One point ... One point six ...
- T : Gimana caranya kamu ngitung kalo itu one point six ...
- S2 : Dikira-kira aja ...
- T : Ok, depannya ...
- S4 : How many ...
- T : Keras ...
- S4 : How many beds are there?
- T : Ok, how many beds are there? There are....?
- S4 : There are 4 beds
- T : There are 4 beds. 1,2,3,4. Ok, there are 4 beds, yang ketangkep kamera CCTV cuma 4 yaa ...  
thank you. Next, depannya.
- S4 : How many books are there? There are two books.
- T : How many books are there? There are two books. Good.  
Next, selanjutnya. Task 12. Task 12.  
Saya minta kamu. Sebelah kanannya
- S5 : My mother cleans the kitchen ...
- T : My mother cleans the kitchen twice a day. Yes, very good. My mother cleans the kitchen twice  
a day. Ada subjectnya, my mother. Ada kata kerjanya, verb ... cleans. Ada objeknya, the kitchen,  
twice a day ... keterangan waktu.
- T : Sebelah kanannya.

- S6 : My father park the car in garage.  
 T : Garage. Garage.  
 S6 : My father park the car in garage.  
 T : My father parks the car in the garage. Very good. Belakangnya ...  
 S7 : I play basketball in my backyard.  
 T : I play basketball in my backyard. Very good. Sebelah kanannya ...  
 S8 : Aku?  
 T : Iyaa.  
 S8 : Dining room are between garage and bathroom  
 T : How many dining room are there? Satu atau dua?  
 S8 : Satu ...  
 T : Satu, Kalo satu berarti pake are apa is?  
 S7 : Is ...  
 T : Is ... ulangi.  
 S8 : The dining room is between garage and bathroom.  
 T : The dining room is between the garage and the bathroom. Ok, good. Thank you. Sebelah sini, mbak. Pojok, tolong buat kan yang vocab kamu apa.  
 S8 : I and my family meet in the living room.  
 T : Excuse me?  
 S8 : I and my family meet in the living room.  
 T : I and my family meet in the living room. Okay ... belakangnya ...  
 S9 : My mother plants vegetables on the yard.  
 T : Plants the vegetables?  
 S9 : Vegetables ...  
 T : Okay ... thank you. Task 13. What's the number one?  
 St : Brother  
 T : Ya, brother. Number 2?  
 St : Garage  
 T : Garage ... 3?  
 St : Backyard  
 T : Backyard. 4? The kitchen, menjelat-menjelat sih. 5? No.3 ada 2 ya ... Oh nomer 3 nya ada 2, kira-kira apa?  
 St : Backyard  
 T : Lha yang di depan?  
 S10 : Garden  
 T : Kamu mau isi yard, isi garden boleh ... soalnya kalau tempat belakang kamu isi backyard, yang depan? Masa mau frontyard? Yaa ... kamu isi yard aja, atau garden aja lebih aman.  
 T : Kemudian, number four tadi ... number 4?  
 S11 : Kitchen ...  
 T : The kitchen ... 5?  
 S : (Making noise)  
 T : Coba, coba, coba, ada dapurnya nggak? Nomer?  
 S : Tujuu  
 T : Tujuh dapur bukan? Ok, ya udah sekarang kita ulangi lagi. Nomer empat udah jelas ya..  
 S : Living room?  
 T : Nomer empat belum jelas ... Nomer lima.  
 S : Family room  
 T : Family room ... atau living room. Okay ... enam?  
 S : Dining room?

- T : Dining room ... Tujuh?  
 S : Mm ...  
 T : Kamu pernah lihat ada dapur di depan pintu masuk, itu pernah?  
 S : Belum ...  
 T : Belum, tapi ...  
 S9 : Tapi nggak ada mejanya ini, Miss ...  
 St : Mister ...  
 S9 : Mister  
 T : Kalo menurut saya ... Ok, berarti belum jelas, o iya ya, no.4 sama no.7 belum jelas ya ... No.8?  
 S : Bedroom.  
 T : Sembilan?  
 S : Bathroom  
 T : Apa?  
 St : Bathroom  
 T : Bathroom ... Sepuluh? Apa? Showroom. Oh, kalo gitu nomer 8 yang bedroom, no.4 itu menurut saya itu ruang tamu. Living room, nomer? Dapur. Okay. Iya nomer 7 dapur ... Normalnya dapur kan tidak di tempat makan to? Ya ... ada yang tidak setuju dengan jawaban saya? Kamu nggak setuju, ya boleh, silakan berdiri ...  
 St : Haha...  
 T : Udah ya, task 14. Did I ask you to make questions?  
 S : No ...  
 T : Task 15?  
 S : Yes ...  
 T : Yo, task 15. Ulangannya sampe kayak gini ya modelnya ... Number1? <PAUSE> Number 2? (pause). Number 3?  
 S : Lamp ...  
 T : Desk lamp, atau lamp? Ini ada di LKS yang kemarin. 4?  
 S : Table ...  
 T : Five? <PAUSE> Six? <PAUSE> Ya, easy. Seven? <PAUSE> Eight? <PAUSE> Nine?  
 S : Newspaper  
 T : Ten? Ooh kebalik, nine itu newspaper, ten itu newspaper stand. Eleven? <PAUSE> Thirteen?  
 S : gambare ra jelas ...  
 T : Ya ... gambarnya jelas cuma kadang penempatan gambarnya yang kadang kurang pas. Task 19 ... Number 1? <PAUSE> Sure. Number 2? <PAUSE> Cabinet, ya okelah cabinet, atau cupboard ya. Soalnya cabinet itu cenderung untuk penyimpanan buku ... Three? <PAUSE> Table. Everyone repeat after me. Table.  
 S : Table.  
 T : Bukan tebal, tapi table ... 4?  
 S : Microwave ...  
 T : Pardon me? Oven kamu ngomong oven, kamu mau ngomong microwave itu boleh, bukan microwife ya ... Five? Gas stone ... Six?  
 S : Knife  
 T : Apa? Itu kayaknya nampan ya ...  
 S : Knife ...  
 T : Ya, ok, kamu mau ngomong knife, mau ngomong cutting board ya silakan ... no.4 sama no.16 bisa dibalik, silakan terserah ... Seven?  
 T : Eight ...  
 S : Scissors  
 T : Opo? Yak, nine? <PAUSE> Ten? <PAUSE> Eleven?

- S : Frying pan  
 T : Ya, wajan ngono kui. Twelve? <PAUSE> Thirteen? Thirteen... <PAUSE> Fourteen ada nggak? Fifteen? <PAUSE> Parutan itu apa? Grater ...  
 S : Tulisannya gimana?  
 T : Grater ...  
 S : Oo ...  
 T : Task nineteen ... Sudah? Number one? <PAUSE> Table. Number 2? Chair ... Number 3? <PAUSE> Apa? Laid. Everyone repeat after me, laid. 4?  
 S : Spoon  
 T : 5?  
 S : Fork ...  
 T : Iya, fork. 6? <PAUSE> 7? <PAUSE> Glass, jelas ya. 8?  
 S : Refrigerator.  
 T : Refrigerator. 9? <PAUSE> 10? <PAUSE> Ya, itu jawabannya yang saucer ... <PAUSE> Yo lanjut. Sepuluh sudah, sekarang nomer? <PAUSE> Sebelas?  
 S : Napkin  
 T : Napkin. Nomer 12? <PAUSE> Fried rice? Bhs Indonesiane ki ... rice bowl. <PAUSE> 14? <PAUSE> Lima belas...  
 S1 : Jug ...  
 S11 : Ceret ...  
 T : Colander itu kayak mangkok trs ada lubang-lubangnya, itu colander ...  
 Ya, nomer 15 itu jug. Jadi semacam kaya ... semacam kaya teko.  
 S : Ceret ya?  
 T : Bukan ceret, semacam kayak teko ... yaa, kalo yang tradisional namanya kendi ... Kendi yang modern. Oke ya, lanjut. Ya, latihan 21 dikerjakan, dicocokkn. Latihan 21 dikerjakan, latihan 23, ulangnya sampe situ ... 25 ...  
 S : 26?  
 T : 26 nggak usah, tambah pusing aja. 29 ...  
 S : Banyak banget ...  
 T : Eh, 29 nggak usah ... 30 ... Ini buat persiapan kalian ulangan

(Students do the task)

- T : Okay, let's check. Number one. <PAUSE> Nomor dua? <PAUSE> Apa? Nomor dua siapa? <PAUSE> Number 3? Soup. Bukan soap, tapi soup. Please repeat after me, soup. Bukan soap ya, soup ... Number 4? <PAUSE> 5?  
 S : Towel  
 T : 6?  
 S : Mirror ...  
 T : 7? <PAUSE> 8? <PAUSE> 9? <PAUSE> 10, apa? Ya ... 11? <PAUSE> 12? 12, ayo apa itu?  
 S1 : Shower  
 T : Apa? Shower cap, ada yang njawab cap, njawab cap itu ndak masalah. Shower ap juga boleh, memperjelas. Thirteen? <PAUSE> Apa? No.13 itu kan tap to, water tap. Fourteen? <PAUSE> Iya, kayaknya itu boleh ... Fifteen? <PAUSE> Kata-kata yang diatas ada 15 nggak sih? <PAUSE> Sekarang, coba tolong, student ... number ... student number sixteen, siapa?  
 S12 : Ya ...  
 T : Tolong buat kalimat dengan kata-kata brush. <PAUSE> Apa, apa, siapa yang bisa membantu?  
 S13 : I brush my teeth everyday?  
 T : I brush my teeth everyday. Okay, belakang?  
 S14 : Nggak jadi ...

T : Lho kenapa?

S14 : Oh nggak ding. I brush my teeth twice a day.

T : Twice a day, okay ...

S14 : Eh nggak ding, tiga ding, three times. Eh dua ding

T : Oke, lanjut ... student number ... towel!

S14 : I dried my towel.

T : Yang lain boleh. Towel? Ya...

S15 : I use my towel.

T : Selesai? Iya kan. Ayo siapa lagi? Hanif, biasanya bisa, nggak usah grogi.

S1 : Arya steal the towel in Indomaret.

T : Mengapa tidak? Arya steal the towel in Indomaret.

S1 : Hobinya pak ...

T : Dikembangkan itu ... good, next page 25 ... Ini kayaknya barng-barang yang di garasi kayaknya ya. Number 1? <PAUSE> Number two? <PAUSE> Number three? <PAUSE> Four?

S : Bicycle ...

T : Bicycle ... five? <PAUSE> Enam six? <PAUSE> Ha? <PAUSE> Seven? <PAUSE> Eight? <PAUSE> Nine? <PAUSE> Apa next? <PAUSE> Apa? Yoo ... Yo tolong dibuatkan kalimat dengan kata-kata rolling door. <PAUSE> Ya?

S : I push my rolling door.

T : I push my rolling door. Kenapa tidak. Yo, Hanif...

S : I paint my rolling door red

T : I paint my rolling door red. Okay

S1 : Eh, red paint.

T : Red paint? Ya! Ayo, siapa yang mau nyuri rolling door?

S : My garage is ... sik sik, aku lupa ...

T : Apa ...

S : My garage is ... using rolling door

T : Ayo sekarang, menggunakan kata-kata ... wah, ini gampang ya. Yang agak sulit ... A tool rack. Yes?

S : I put my tool in the tool rack.

T : Ya, I put my tool in the tool rack. 20 seconds, dua puluh detik untuk berfikir.

S1 : Arya put his underwear in the tool rack.

T : Coba, kalimatmu apa? Sama? Kontak batin ya? Ok, thank you for the tool rack. Garden ya ini ya? Number one? <PAUSE> Number two?

S : Howe ...

T : Hoe ... Number 3? <PAUSE> Four? <PAUSE> Five? <PAUSE> Six? <PAUSE> Seven? <PAUSE> Eight?

S : Wheel barrow.

T : Apa? Wheel barrow. Nine? <PAUSE> Ten? <PAUSE> Swing, kalo kata kerja, kalo kata benda mainan, kalo kata kerja artinya apa?

S : Mengayun

T : Bentuk keduanya

S : Swang

T : Ketiganya?

S : Swung.

T : Swung. Tulisannya?

S : swang...

T : Sana, swung swung ... Buatlah kalimat dengan flowers!

S : I have a beautiful flower

- T : I have a beautiful flower. Yes. Hanif?
- S : Dio gave flowers to Ayum
- St : Hahahaha
- T : Menunggu keluar kata-kata itu dari kamu sih. Dari kamu pasti keluar kata-kata itu ...  
Ok, flower again ... siapa?
- S : My mother plants flower in the garden
- T : Ya, my mother plants flower in the garden. Sekali lagi, flower. Ayo yang lain, masa yang  
njawab cuma itu-itu aja ...
- S1 : Wah peningkatan iki ...
- T : Ta tunjuk aja, oh ya ...
- S : I have pink flower in the garden.
- T : Yo mas
- S : Hilmy eat the flower ...
- T : Ternyata selain manusia hari ada juga manusia kambing ya ...
- St : (laugh)
- T : Ya nggakpapa mumpung tahun ini tahun kambing ya. Kalo gitu, kalo pas ada yang ulang tahun,  
yang lain ditaraktir bakso, Hilmy ditaraktir bunga ...
- St : Hahahaha
- T : Ok, next. The word cage.
- S : I have ...
- T : Ganti, ora I have wae ...
- S : Arya ...
- T : Hilmi apa?
- S : Arya break ...
- T : Freak itu apa sih?
- St : Break ...
- T : Oh, break. Arya break your bird cage.
- S : My father put ...
- T : His bird in bird cage?
- St : (laugh)
- S : The bird cage is cost for fifteen thousand rupiah
- T : The bird cage is cost for fifteen thousand rupiahs. Very good, thank you. Terus ... yang lebih  
sulit sedikit, wheel barrow.
- S : Dio take a bath on the wheel barrow.
- T : Okay, lagi? Wheel barrow ... Oh ya?
- S : My mother buys a new wheel barrow
- T : My mother buys a new wheel barrow. Biasanya yang cewek tu lurus-lurus aja ...Ayo lanjut  
siapa lagi? Mas belakang pojok. Kamu jangan ngomong, I take a bath in a wheel barrow.
- St : (laugh)
- S : My wheel barrow colored ...
- T : Ssssttt ... my wheel barrow.....?
- S : Colored green
- T : Color? Colored ... Oh ... my wheel barrow is green. Ulangi!
- S : My wheel barrow is green.
- T : Sekali lagi
- S : My wheel barrow is green.
- T : Yes, thank you. Udah ya, selesai. Mm, grasshopper? Belalang, belalang ... Lady bug?
- S : Lady bug ... kepik!
- T : Lady bug itu lho ... kepik!

- S : Yang merah ...  
T : Ya nggak mesti merah to warnanya ... Iya, trus? Bee?  
S : Lebah ...  
T : Catterpillar ...  
S : Ulat ...  
T : Butterfly?  
S : Kupu-kupu ...  
T : Worm?  
S : Cacing ...  
T : Fly?  
S : Lalat ...  
T : Mosquito?  
S : Nyamuk ...  
T : Cocoon?  
S : Kepompong ...  
T : Hanif, jangan ngomong Hilmi. Ok. Task thirty two. Boleh buka kamus, boleh buka kamus.  
Dikerjakan sekalian. Nice class, good!

## MEETING XIX

- T : Nomor satu. Membengkokkan! Apaa?
- St : Bend, bent, bent...
- T : Nomor dua. Number two! Menggigit... Apaa?
- St : Bite...
- T : Bite, B-I-T-E. Bentuk kedua B-I-T, bentuk ketiga bitten... Next, membangun. Apa membangun?
- St : Build...
- T : Built, buit.. Next, memilih. Istirahatnya nanti aja ya? Apa memilih?
- St : Choose, cho, chosen...
- T : Choose, chose, chosen. Berikutnya, menggali. Apa menggali?
- St : Dig, dag, dug.
- T : Memaafkan, berikutnya... Apa memaafkan?
- St : Forgive, forgave, forgiven.
- T : Next, membeku, atau membekukan.
- St : Freeze, froze, frozen.
- T : Berikutnya, mempunyai. Apa mempunyai?
- St : Have, had, had.
- T : Berikutnya, mrengetahui. Mengetahui apa?
- St : Know, knew, known.
- T : K-N-O-W, K-N-E-W-N, K-N-O-W-N. Number 10, menyembunyikan atau bersembunyi, ya apa?
- St : Hide, hid, hidden.
- T : Okay, now please you read number 1 to number 10. 1, 2, 3, go!
- St : Bend, bent, bent.
- T : Next.
- St : Bite, bit, bitten.
- T : Next.
- St : Build.....
- T : Bukan build tapi /bIld/. 1, 2, 3, go!
- St : Choose, chose, chosen.
- T : Next.
- St : Freeze, froze, frozen.
- T : Next.
- St : Have, had, had.
- T : Next.
- St : Know, knew, known.
- T : Next.
- St : Hide, hid, hidden.
- T : Okay, thank you. You may sit down. Udah bayar LKSnya yaa?
- St : Belum..
- T : Woh, belum? Okay, last time we discussed about.. Drama ... before ... what about next week? On Tuesday next week ... Besok selasa minggu depan, gimana?
- S : No ...
- T : Berarti 2 minggu lagi, 2 minggu lagi hari Selasa ya... next week on Tuesday ya. Ya, next.
- S1 : Dua empat.



- T : Oo tanggal dua empat ya?
- S1 : 24 atau 12?
- T : Tanggal 24 ya, sekarang kan tanggal sepuluh, kalo Kamis besok kalian nggak bisa, opo besok kalian belum siap ... belum, 13 kan libur, tanggal 24 ... kita cek hasil pekerjaan kalian minggu depan, kerjakan ... Terus ada yang kamu mbuat itu di ... Den, tulis ulang, tulis ulang, dibuat lebih baik, yang lain kamu buat kalimat, kamu perhatikan struktur kalimatnya... <PAUSE> kebanyakan dari kalian udah membuatnya bener semua, sudah bagus, ya, thank you for your attention. I think that's all for today. You may your, sorry, you may have your free time, Good bye and see you ya!

## MEETING XX

- T : Good morning. Number one! Berayun atau mengayun! Iya apa, berayun atau mengayun? Swing! Swung, swung. Tulisannya swung swung ... swing swung swung ... next, membengkokkan. Dennis, nggak usah nyonto, Dennis ...
- S1 : Iya, udah ... ya udah ... Dennis salah, Dennis ...
- T : What is *membengkokkan*?
- S : Bend ...
- T : B-e-n-d, bentuk kedua, b-e-n-...?
- S : T ...
- T : Bentuk ketiga bent! B-e-n-t ... kamu, kamu ngisi apa e, Fatah?
- S19 : Kosong
- T : Ta pikir kamu udah ... Berikutnya, merasakan!
- S1 : Hmm?
- T : Merasakan
- T : What is merasakan?
- S : Feel
- T : Feel, felt, felt. Berikutnya, mm apa ya. Sesuai atau pas atau patut ... apa?
- S : Fit ...
- T : Iya, fit ... fit ... fit ...
- T : Siapa ... Nggak ada. Berikutnya ... meminjamkan ... What is meminjamkan? Lend, lent, lent ... l-e-n-d, l-e-n-t...
- S : L-e-n-t ...
- T : L-e-n-t ... bersinar! Bersinar atau bercahaya ... What is bersinar atau bercahaya?
- S : Shine ...
- T : Shone, shone ... shine, shone, shone. Berikutnya ... menjual! What is ... menjual?
- S : Sell ...
- T : Sell, sold, sold ... berikutnya! Menyerang, menyerang bisa, mogok juga bisa ...
- S1 : Apa apaa tadi?
- T : Menyerang, melakukan mogok bisa, atau memukul juga bisa. Dennis ... apa, menyerang? Strike ...
- S : Ooh ... strike ...
- T : Striker kan penyerang to? Strike, struck, struck ... strike, struck, struck ... Nomer sembilan! Berdiri ... berdiri ... yak, what is berdiri?
- S10 : Stand ...
- T : Ha? Stand ... stood ...
- S10 : Stood ...
- T : Latihan, terakhir... menghabiskan... atau menggunakan, apa, menghabiskan atau menggunakan..
- S : Spend ...
- T : Spend, spent, spent. S-p-e-n-d, s-p-e-n-t, s-p-e-n-t. Siapa salah? Ya silakan berdiri. Ok students, read number one up to number ten. One-two-three go!
- S : Swim-swamp-swamp ...
- T : Next ...
- S : Bend-bent-bent
- T : Next ...
- S : Feel ... felt ... felt ...
- T : Next
- S : Fit, fit, fit ...

- T : Next
- S : Lend, lent, lent
- T : Next
- S : Sell, sold, sold
- T : Next
- S : Strike, struck, struck
- T : Strike, struck, struck, strike to? Ulangi. One two three go!
- S : Strike, struck, struck ...
- T : Next
- S : Stand, stood, stood
- T : next, spend, spent, spent ... Thank you. Yang kalimat saya minta kalian buat dicek ya, udah? Yaa ... kalo sudah buka LKSnya ... please page five... meja mana yang belum ada LKSnya, selain meja depan sendiri? Meja mana yang belum ada LKSnya selain meja depan sendiri ... Yak, would you like to open page 5? Look at task 4. Look at the example there, and please you do task 4, based on task 3. If there are two things compared in task 3, choose one of them. For example number two, articles. I think you choose one. Next, task 10 page 7, and task 11 page 8.

(Students do their tasks)

- T : Dramanya tampil lagi tanggal 24. Hari selasa ... oke, task 4. Number one. This is what she is saying. The the coconut tree is as tall as the pine tree. Number two ... student number two ... yes? <PAUSE> This is what she is saying. My house ... lebih jauh apa? Lebih jauh atau lebih dekat? Lebih jauh ... my house is further than Emily's. My house is ... further than ... Emily's ... number three? <PAUSE> Ok, yes? Yaa, Emily is ... my bag is lighter then Dennis's. Number four! Student number five? <PAUSE> Ok, my smartphone ... my new smartphone is as expensive as my father's. Tadi sama siapa? Yaa, my new smartphone is as expensive as my father's. Number five! Student number seven. <PAUSE> Who's number seven? Oiaa! Yang atas.. <PAUSE> Her favourite subject, terus? Siapa yang bisa bantu yang paling atas? Ayo ayo, silakan yang bisa bantu ... ayo, siapa? Erlin itu lebih suka apa sih? Bahasa inggris to?
- S : Sama, mister ... sama ...
- T : Oh sama sukanya, berarti kan Erlin, hm ... apa namanya, Erlin always says that learning English is entertaining. She also thinks that Biology is an interesting subject. So, for Erlin English is ... as interesting as .. Biology. Berarti kan bisa ngomong this is what she is saying, "Erlin's favourite subject is ... oh sorry, Erlin's favourite subjects are ... English and Biology bisa ... atau ... English is the same interesting as ... Biology for ... Erlin juga bisa. Ada jawaban yang beda dengan punya saya? Kalo kamu ndak bisa membuat nama orang menjadi subjeknya, ya kamu pake kata bendanya. English or Biology. Nomer 5 yang bawah? Siapa yang mau menjawabkan? Ya ... tinggal ... kalau tadi saya mengatakan as interesting as ya sekarang diganti dengan as easy as you can. Misalnya, English is as easy as ... English and Biology are ... as easy as Chemistry, or ... dicatet ya, bisanya seperti itu. Nomor enam?
- S : ... is telling us ...
- T : Andi and Mira's ruler ... This is what she is saying.
- S : Andi's ruler is ...
- T : Yaa, Andi's ruler is ... longer than Mira's. Mira's ruler is shorter than Andy's. Task 10! Number one, student number one! Who's number one?
- S : ... because lord of the ring is more interesting than HP
- T : Yes, lord of the rings is more interesting than Harry Potter
- S : Noo ...

- T : Number two. Student number ... 6, err... eight! <PAUSE> Ya, the zoo is more crowded, sorry, today is ... more crowded than the zoo in last Sunday. Number three. Student number ... thirty. <PAUSE> Ya! Elis's Mother says that Jasmines are more fragrant than Roses. <PAUSE> Elis's mother thinks that Jasmine is, are, more fragrant than roses. Okay, number four. Student number twenty four. <PAUSE> Siapa, siapa? Ooh ... <PAUSE> Yang keras ... ulangi dan lebih keras ... prefer!
- S : Iin my opinion, jogging is more relaxing than cycling
- T : Ok, jogging is more ... than cycling ... jangan dijawab in my opinion ya ... tapi in Danish's opinion ... atau in his ... Danish itu lelaki atau perempuan ya?
- S3 : Nggak tau ...
- T : Oya, in her opinion ... Five. Student number 15. Lima belas siapa? <PAUSE> Okay, laptop computer is more portable than desktop computer. Nomer ... latihan sebelas poin 5, tiga!
- S : Tiga dua, sepuluh, lima, lapan, dua, enam, empat, sembilan, 1, 7 ...
- T : Ya, nomer ke-5 dulu ya. Kan 6 sama 5 sama ... Better and worse! Better itu lebih baik, worse itu lebih buruk. Kalo paling baik apa?
- St : Best ...
- T : Paling buruk?
- St : Worst!
- T : Berarti kalian, yang halaman lapan sudah tahu. Fewer lebih sedikit. Ya, itu, ada di halaman 8. <PAUSE> Okay, see you next week.

## MEETING XXI

- T : Good morning  
 St : Good morning, Mister Otnieeeeel ... !  
 T : Number one! Membengkokkan! Apa, membengkokkan?  
 St : Bend..  
 T : Bend? B-E-N-D, bentuk kedua? Bent, B-E-N-T, bentuk ketiga juga sama bent, B-E-N-T.  
 Tumben, itu sama Dennis terpisah jauh kalian tempat duduknya ... siapa e?  
 St : Amar ...  
 T : Oh Amar ... biasanya juga sama Dennis kok ... oh dennis udah duduk sama orang. Kamu berdiri opo duduk, kok berdiri mosok gitu sih. Kau nggak tahu bedanya berdiri sama nggak berdiri ... next, number two, menggigit.  
 S1 : Apa mister?  
 T : Menggigit. Ya, apa menggigit? Bite. B-I-T-E. Bentuk kedua? Bit, B-I-T. Bentuk ketiga? Bitten. Double T. Yo ... masih banyak yang berdiri, iya kan.. Dennis berdiri lagi? Berikutnya, membangun. Yuk, apa membangun?  
 St : Build ...  
 T : Ya, perhatikan cara membacanya, itu bukan bu-ild, tapi “build”. Build. Naah, untuk bentuk keduanya, built, pake t. Yang pertama pake “d”, yang kedua pake “t”. Kedua dan ketiga pake “t”.  
 T : Next, number four. Memilih ... apa memilih?  
 St : Choose ...  
 T : Choose, double O. Yang kedua? Chose, bentuk ketiga? Chosen. Next ... kamu salah? Berikutnya, nomor berapa?  
 S2 : 5 ...  
 S3 : 6..  
 T : Lima? Nomer lima? Membiarkan. Apa, membiarkan? Let, let, let. Iya, apa? Let, let, let, membiarkan itu bukan “ben, ben, ben” enggak ...  
 St : (laugh)  
 T : Number six! Mosok nggak ada yang salah sih? Berikutnya, meminjamkan ...  
 T : Apa meminjamkan? Ya, lend. L-E-N-D, L-E-N-T, and L-E-N-T. Gampang ya? Berikutnya, bernyanyi, atau menyanyi. Apa, menyanyi atau menari, oh menyanyi atau bernyanyi?  
 St : Sing ...  
 T : Sing, sang, sung. Good. Next, seven, eight, tenggelam. Yes, what is tenggelam in English?  
 S4 : Sink ...  
 T : Sink, sank, sunk ... bedakan antara sing menyanyi dan sink tenggelam. Untuk yang tenggelam ada k- nya ... iki malah berdiri cah loro iki ... tumben. Ya, kalo yang tenggelam ada k-nya di belakang, sink! Ya, sank ...  
 St : Sank ...  
 T : Sunk ...  
 St : Sunk ...  
 T : Ok next, number nine. Menyerang, atau ya, menyerang, atau mogok. Mogok kerja atau demo semacam hal itu. Menyerah ... atau melakukan mogok. Yak, apa?  
 St : Strike ...  
 T : Yaa, strike! Kalo striker ada nggak to? Rooney, van persie ... strike, struck, struck ...S-T-R-U-C-K. Yo, silakan. Siapa mau berdiri  
 S5 : Nggak ada mister ...

- T : Nggak ada yang berdiri?
- S4 : Kemarin udah, Mister ... kemarin udah ...
- T : Oh kemarin udah?
- S4 : Udah ...
- T : Next, ya mestinya kan itu-itu aja. Berikutnya menulis. Yes, what's menulis in English?
- St : Write ...
- T : Write, wrote, written. Okay, mengerjakan. Now, you read number one to number ten carefully and if you make mistakes, you must re-read from the number one. Okay? 123, go!
- St : Bend, bent, bent ...
- T : Next
- St : Bite, bit, bitten.
- T : Next
- St : Build, built, built.
- T : Next
- St : Choose, chose, choosen.
- T : Next
- S : Let, let, let
- T : Next
- S : Lend, lent, lent
- T : Next ...
- S : Sing, sang, sung
- T : Next ...
- S : Sink, sank, sunk
- T : Next
- S : Stike, stroke ...
- T : Bukan stroke, tapi struck. Ulangi. One two three go!
- St : Strike, struck, struck ...
- T : Next
- St : Write, wrote, written.
- T : Ok, very good. Your pronouncation is getting better and better. You know why I ask you, why I always ask, to do this? Pronounce a word, and then read something and perhaps, one word, for one word you must repeat for sometimes. You know why? Many reasons that I want you to have a good English. I want you to have a good English. When you, when you communicate with others, the other people will understand what do you mean. Jadi, jangan sampe orang yang diajak ngomong sama kamu tu nggak jelas, ini ngomong apa. Pinginnya kamu minta amkanan, tapi tadi orang ya bingung, kamu malah dikasih kaki. Pengennya orangnya ngejak kau, eh pinginnya kamu ngejak orang itu, pinginnya kamu minta daging, tapi orangnya ngasi kamu ... daging apa yang di WS itu, tapi orangnya malah ngasih kamu tongkat.
- St : Hahaha ...
- S6 : Steak, stick ...
- T : Iya, steak, stick ... iya kan? Pinginnya kamu mengatakan bahwa kamu bisa memecahkan batu bata, kamu ngomongnya I break a brick, a brick brick. Ra jelas kui ngomong opo. Ya, at least when you communicate with your English teachers, ya ... your English teacher will understand what you mean. Sering sekali saya di kelas tu, "hah? Kamu ngomong apa? Excuse me? Pardon? Ra jelas ngomong opo, hehe ... Pengalaman pernah dulu waktu saya kuliah, saya ngajar bahasa Indonesia, err sama orang Australia ya, terus dia sakit, ceritanya dia sakit, tapi ya kayaknya dia bener wong akhirnya gemeter ceritanya ...

badannya. Tapi beberapa teman kan ngok dia gitu kan, lha kita, saya ngobrol bla bla bla ... saya ngobrol, saya ngomong, saya ngomong “burden” kan, tapi saya lupa saya ngomong apa, yang jelas sampai akhirnya untung ada kamus. Dan, kamu ngomong apa sih? Mbukak kamus, ooh ini ... Di jogja, di Jogjakarta itu there are so many English teachers, English teachers you know, and ... and they have a bad pronouncation. Your pronouncation are better than them. Serius, saya ngomong serius. Tahun dua ribu sepuluh kita baru lulus saya ke PLPG itu kemudian ada yang beberapa teman guru bahasa Inggris apply ... dan ternyata, apa namanya, ketika mereka pertama kali ngomong dengan bahasa Inggris, keriting telinga saya ... Ya ampun, waktu itu saya masih ngajar di SMA ST 2, lha kok karo bocah-bocah apik bocah-bocah, lha terus kemudian berapa tahun kemudian, terus kesini. Ya ampun sama anak-anak SMP 8, anak-anak SMP lho, ternyata lebih baik anak SMP 8. Dan itu saya, dan saya tidak ... that’s why I ask you to have a good pronouncation. We practice pronouncation, we practice reading, because I want you to be a good in English. Ini yang alasan pertama, alasan kedua, malu dong saya kalau murid-murid saya ngomongnya nggak bisa bener. Murid SMP mana? SMP 8 ... Gurunya siapa? Bahasa Inggris, Mr. Otniel ... apa gurunya nggak bisa ngajar ya bodho banget ya? Yang ketiga, nanti saya malu-maluin almamater saya, universitas saya, sama dosen-dosen saya. “Isoh ngajar ora sih? Karo dosen-dosen e? Lha, malu kan saya ... kita belajar ... tuh, ceritanya seperti itu ... <PAUSE>

Okay, we come to the next topic, the next unit, unit two. And in unit 2, we are going to learn again about descriptive text, bosen ya? Dari semester kemarin desriptive text terus. Ya, tapi gimana lagi, kamu harus sadar bahwa kamu ada di dalam jaman kurikulum dua ribu tiga belas. Dan kamu, sekolahmu, pake kurikulum 2013. But you try to make ... next time we try to make a better descriptive text. Okay? We try to make a better descriptive text. Err in unit 2, it seems that we learn about Indonesia, about our country, the title is My ... ? I love my country, Indonesian. And it’s ... er ... there are some instructions that you must make some descriptive text and ya, later on we are going to try describe something related to our country. Itu ya ... Now, before we go to that step, now would you like to open page eighteen? And 19, please. Ya, page nineteen, eh sorry, 18 and 19. Task one! There are two students, ini murid ya yang rambu kerting ya, dilihat dari muka-mukanya masih murid, dilihat dari rambutnya kayaknya udah nggak murid. There are two students who have a conversation. Now, for the girls, please you read the girl that, the girls, what’s that? Baca ya, yang cewek baca yang cewek. For the boys, you read the other students, okay? Clear? Okay, let’s start. One, two, three, go! <PAUSE> Okay, next. <PAUSE> Kayaknya, kayaknya cowok-cowok tidak sekompak cewek-cewek deh kayaknya. Nggak usah, kalian nggak usah tebar pesona, ada yang mau ngecengin seseorang disini? Yo, ulangi. Ulangi bareng-bareng saja. 1,2, 3 go! Yes, good. Next? <PAUSE> I think that one. Yes, good. Next. <PAUSE> She lives ... She lives, ulangi. I think so, 1, 2, 3 go! <PAUSE> Bukan building, tapi building. Two storey building, ulangi dari I think so, 1, 2, 3 go!

S girls : I think so. She is from... she lives in ...

T : Next. <PAUSE> BRI ya bukan Be-eR-ai ...

St : (laugh)

T : Kalo kamu mbacanya be-er-ai itu kan Bank of Rakyat Aindonesia, ada? Buka, BRI.

S : (laugh)

T : Lho, saya juga pernah, jadi jadi gini lho, sesuatu ya memang itu bahasa Indonesia, ya sudah dibahasaIndonesiakan aja ... nggak usah ikut diinggriskan gitu lho, tapi kalo kamu ngomong sekali bahasa Inggris ya bahasa Inggris semuanya ... ngucapin yang bener, jangan ikut-ikutan. “Where do you, where do you study?” “I study at SMP 8”. Nggak ada SMP eight, nggak ada ... Yang ada adalah SMP 8. “Where do you study?” “I study at Eight Junior High

- School” benar, jelas? Dulu saya pernah mengajar di Sorosutan kan, belum selesai, ada anak dari UII: “Where do you study?” “Yu-ai-ai..” <PAUSE> Next. <PAUSE> Next. <PAUSE> Thank you very much. Number one, task two. Student number 9, please. <PAUSE> Very good. Thank you. Number 2, student number 19. <PAUSE> Has..? Siapa yang baca? Oh ini. Has..has two floors! Two storey building, itu artinya gedung lantai 2. Number 3? student number number 29.
- S : This house...
- T : Ya? Bukan, bukan.. Okay, number 3, sorry number 29?
- S : This house is near the....
- T : Yes, very good. This house is near the library. Number 4? Student number 28.
- S : This house...
- T : High fences, yes. Number 5, student number 18. <PAUSE> Yes, we should pass the doorbell. Next, task 3. The veil girl, murid yang pake jilbab itu, cewek.. The boys, you read. Yah nggak usah pake gaya cewek, baca aja yang penting. And the other students, the girls, you read that. Okay? Udah? Yo, 1, 2, 3, go!
- St : Hoo...
- T : Ya, the veiled students, the boys, you read the first there. And for the other students, the girls, you the girls, read the words there. 1, 2, 3, go! <PAUSE> Thank you, next. <PAUSE> Next. <PAUSE> Next. <PAUSE> Next. <PAUSE> Okay, sorry. I wrapped, w-nya nggak dibaca. Okay, good. Task 4 number one, student number 17, sudah yaa?
- St : Belum..
- T : Yes, who could have borrowed the dictionary? Candra could. Yes, kok tahu kira-kira kenapa? Because the paper, um... the dictionary is on Candra’s desk. Jadi mungkin aja Candra pinjem, karena ada di atas mejanya..... Candra. Look at page twenty, please. Look at the supporting feature. State verbs and action verbs. What does it mean by state verb in your book? It is written that state verbs as pre-state conditions, jadi state verb itu menunjukkan keadaan atau keberadaan. Contoh ya, Putri’s house is with two storey building. Keberadannya apa? Keadaannya apa? Menunjukkan keberadaan dari satu kebun yang luas. Kemudian? Kata-kata kerja yang dipakai biasanya diikuti oleh kejadian atau sesuatu seperti itu, likes... ya menunjukkan kepemilikan, have dan seterusnya kamu hafalkan sendiri. Kemudian action verbs. Action verbs itu kata-kata yang diikuti oleh kegiatan atau suatu proses. The verbs which are followed by activities or.....? Process, or actions. Press the doorbell. Okay now, please you do task 6, task 7, please translate into Indonesia and task 8. So, task 6, you give, err... underline for the verbs there, choose whether they are state or action verbs and then for task 7, you translate into Indonesian, to Bahasa Indonesia and for the task 8, please you fill the blanks there, based on the dialogue in task 7. So task 7 and task 8 are linked. Please do it now. Thirty minutes? Okay, try to have..... try to do these in thirty minutes.
- T : Number one, I have a new cardigan. Yang digarisbawah? Which one of the underlined words?
- St : Have....
- T : Have? Have? Iya okay, have, itu masuk dalam... state verbs. Okay, Erlin studies at the evening, which one? Studies? Okay, studies masuk kemana?
- St : Action...
- T : Action verbs.. Farid and Asma are friendly, masuk apa?
- S8 : State...
- T : State verbs... You seem disappointed with my answer. Masuk dalam? Apa? Seem ya, masuk dalam state.. The old woman walk slowly in the park, yang digarisbawah yang... walks. Itu masuk dalam...? Hm? Action. Kemudian, Raisa will call Sita, call yang digarisbawah, iya



kan? Will call, action atau verb? Eh atau state? Action or state? Kalo action itu kata kerja yang menunjukkan kegiatan atau proses, ya to? Kalo state itu kata kerja menunjukkan keberadaan atau kondisi. Lha kalo will call, action atau state? Action.. seven, we need paper glue to make craft. Yang digarisbawah? Need: action, atau state? Stet.. My sister sweep the room in the morning. State or action? Kalo aku ya action lah, menunjukkan kegiatan to? Naah. Rangga often visit his grandparents in the village. State or action?

St : Action...

T : Action. Apa yang digarisbawah? Visit. Kegiatan po? My uncle and aunt want a new house, yang digarisbawah? Want. Action, state?

S9 : State...

T : State. Task 7, sudah belum?

S10 : Beluum...

T : Oh belum? Ya.. <PAUSE> Before I leave the class, any question? I think that's all for today. See you ya.. Happy Valentine and have a nice weekend ya...

## MEETING XXII

- T : Number one, mengirimkan.... Apa mengirimkan?  
 St : Send...  
 T : Verb 2?  
 St : Sent...  
 T : Verb 3?  
 St : Sent...  
 T : Iya, yang pertama, yang pertama kurang bagus itu, send.  
 St : Seeend.....  
 T : Naah, next. Number two, membengkokkan. Membengkokkan, apaa?  
 St : Bend...  
 T : Bend, b-e-n-d, b-e-n-t, b-e-n-t, next number 3. Membangun..... What is membangun?  
 St : Build...  
 T : Yak, build. B-u-i-l-.....?  
 St : D.....  
 T : Verb 2 and Verb 3?  
 St : Built...  
 T : B-u-i-l-t, iya.. Next, um... menggigit. Menggi-git.... What's menggigit?  
 St : Bite...  
 T : Bite, bit, bitten... Bite, bit, bitten. Next, membiarkan..... What is membiarkan?  
 St : Let..... let let.  
 T : Next, memilih. Memilih, what is memilih?  
 St : Choose.  
 T : Past form? Bentuk kedua?  
 St : Chose..  
 T : Chose... how do you spell it?  
 St : C-h-o-s-e!  
 T : Verb 3? How do you spell?  
 St : Chosen. C-h-o-s-e-n.  
 T : Berikutnya, bertiup..... How do you say bertiup in English?  
 St : Blow....  
 T : Blow... verb 2?  
 St : Blew...  
 T : Verb 3?  
 St : Blown...  
 T : Blown.. Nomor selanjutnya, 8. Ber.....menemukan! What's menemukan?  
 St : Find... found...  
 T : Find, found, found. Next, mengikat. Apa mengikat?  
 St : bind...  
 T : Bind, b-i-n-d, bentuk kedua? Bound, b-o-u-n-d, bentuk ketiga?  
 St : bound...  
 T : B-o-u-n-d, nomor 10. Mendapatkan. Ya, apa mendapatkan?  
 St : Get.  
 T : Get?  
 St : Got.....  
 T : Got, gotten. Ok students now you read from number 1 to number 10. Please don't make any mistakes. Because you know, if you make mistakes, you must re-read. 1, 2, 3, go!

- St : Send, sent, sent... Bend, bent, bent. Build, built, built.
- T : Next.
- St : Bite, bit, bitten.
- T : Next.
- St : Let, let, let...
- T : Next.
- St : Choose, chose, choosen.
- T : Next?
- St : Blow, blew, blown.
- T : Next?
- S1 : Beend..
- T : Bind...
- St : Aaaarghh!
- T : Ulangi. Ulangi from number 1. 1, 2, 3, go!
- St : Send, sent, sent. Bend, bent, bent. Build, built, built. Bite, bit, bitten. Let, let, let. Choose, chose, choosen. Blow, blew, blown. Bind, bound, bound...
- T : Terus?
- St : Get, got, gotten...
- T : Yaa, tahu kenapa saya minta kamu untuk membaca seperti itu? Bukan Cuma biar hapal. Apal jelas lah, tapi kenapa saya suruh untuk mengulangi kalau salah? Mengulang bolak balik, bolak balik gitu kan? Bosen ndak?
- St : Bosen....
- T : Bosen jelas lah. I just want you to have good English. If you have a good English, you will be able to communicate with other person. And the other person will understand what you say, what you mean. Iya kaan? Jangan sampe, ya kamu nggak usah sampe ngomong sama orang asing sih, meskipun kamu ngomong sam atemenmu sendiri atau minimal sama saya lhah. Okay, please tell about your favorite character, misalnya. Kamu ngomong, "Nancy" then "Why Nancy?", "...because Nancy is...." Yes, what, excuse me? Kae ngomong opo e cah aku ra dong... Iya kan? Kadang-kadang say mengalami seperti itu. Why? Because you don't speak well. And I cant understand what you mean. That's the problem. Jadi cobalah biar kamu ngomongnya bisa enak, bisa jelas, orang mudeng kamu ngomong apa. Jangan sampai ketika kamu meminta makanan, orang ngasih kamu kaki.
- St : Hahaha...
- S2 : Foot...
- T : Ya kan? Kalo makanan gimana cobaa?
- St : Food.....
- T : Iya, makanan, food. Kalo kaki?
- St : Foot.
- T : Yes, foot. Jangan sampai ketika kamu ulang tahun, gitu kan, ayok temen-temen ta traktir ke WS, Warung Stick. Nggak ada yang mau berangkat.
- S3 : Stick, hahaha...
- T : Yaa ngapain kesana jauh-jauh Cuma disuguhin tongkat aja. Kamu ngguyunya telat... iya kan? Iya nggak? Naah, itu. I just want to motivate you, ya.. I just want to tell you to have a good English, you have better English. Pertama kali masuk sini, bahasa Inggrisnya nggak sebegini. Tapi sekarang, sekarang, bahasa Inggrisnya jauh lebih bagus daripada dibanding ketika pertama kali dia masuk sini. Kenapa kok bisa seperti itu?
- St : Yaaaa...
- T : Terima kasih si, okay sepintar-pintarnya gurumu ya, secerdas-cerdasnya gurumu, sebegini-bagusnya gurumu, kalau kamunya nggak paham, bagus nggak jadinya? Enggak. Karena kamu

- mau, sampe kamu bosan, sampe kamu capek, sampe kamu males. Diulang-ulang terus, oh salah, diulang terus dari nomer 1.
- St : Hahaha... beuuuh....
- T : Jelas ya, jelas ya saya harap kalian seperti itu, jadi apa namanya, jangan takut buat slaah. Berani kotor bisa belajar, iya kan?
- St : Cieee..
- T : Kadang-kadang, kadang-kadang, kesalahan itu kan, identik dengan kotor kan? Ya gapapa, gapapa, yang penting kamu bisa. Oh iya, unit... kita mulai unit 2 ya?
- St : Hooo.. PRnya nggak ada, mister?
- T : Ya udah, PR... Halaman 8. Sekarang buka halaman 20, silakan kalian baca dari attractive terus ke bawah, terus smiling ke bawah sampai ugly. Baca salah gapapa. Okay, yo baca.. 1, 2, 3, go!
- St : Attractive.. beautiful.. cheerful.. confident..
- T : Bentar bentar, ulangi dari attractive. Okay, yo, ulangi bacanya, semuanya 1, 2, 3, go!
- St : Attractive.. beautiful.. cheerful.. confident.. excellent, naughty, neat, nervous, smiling, thoughtful, ambitious, cooperative, diligent, friendly, generous, talented, helpful, genius.....
- T : Kind-hearted. Ayo ulangi, yo, kind-hearted. 1, 2, 3!
- St : Kind-hearted...
- T : Next. Punctual, kita ulang dari kind-hearted. 1, 2, 3, go!
- St : Kind-hearted, naughty, punctual, quiet, sin.....
- T : Sincere... terus lanjut... Ulangi dari sincere, 1, 2, 3, go!
- St : Sincere, honest, wise, crooked...
- T : Crooked? krukuk krukuk, emang pernah saya ngajarin, depannya *k* terus belakangnya *ed* terus bacanya ket, ket gitu? Yaa, crooked.
- St : sincere, honest, wise, crooked, guilty, slim, ugly...
- T : Yes, very good. Thank you.
- St : Yaaaah..
- T : Yang bawahnya smiling apa? Okay, lihat bibir saya. Thoughtful.
- St : Hahahahaa.. Thoughtful.
- T : Kamu taruh lidahnya dimana? Itu... itu sama kayak kalo kamu ngomong *with*, atau sama ketika kalian ngomong *think*..
- St : Think...
- T : Itu sama misalnya ketiuka kalian ngomong *three* tiga, bukan *tree* pohon. Dulu guru SMA saya ngomongnya gini, “kok Sri.. Sri...” ternyata pengucapan t-h itu. Bahasa Inggris punya 2 pengucapan t-h, yang satu ini, *thirty three*.
- St : Three. Thirty three....
- T : Yang kelima, fifth. Berpikir itu think, kalo sesuatu? Thing. Things at school. Ini juga sama seperti thoughtful. Yaa, t-h yang satunya lagi, t-h yang satunya lagi tu seperti pronounce the, that, those, bukan nde, ndat, t-h satunya lagi cara bacanya ujung lidah atas kamu taruh di bagian belakang gigi atas. Nah! *The* ujung lidahnya, ujung lidah ini ditaruh di bagian atas. That.
- St : That....
- T : These.
- St : These...
- T : Nah, sekarang dites. Kalo 3 apa?
- St : Three....
- T : How to pronounce pikir?
- St : Think...
- T : Then, how to pronounce benda?

- St : Things...
- T : Satu benda, satu aja?
- St : Thing...
- T : Kalau berpikir apa?
- St : Thing...
- S3 : Think...
- T : Kok cuma dia yang bener, yang lain nggak? Berpikir apaa?
- St : Think...
- T : Belakangnya apa?
- St : K..... Ooo...
- T : What's bernyayi?
- St : Sing...
- T : Tenggelam?
- St : Sink...
- T : Tenggelam? Sink, yeah, good. Task 3. Kalo ada, err... huruf-huruf aneh yang dibelakang itu, itu adalah cara membacanya. Kamu lihat yang *r*, yang ada huruf *a* sama *e*. Itu mbacanya gimana? Mbacanya gimana? Mbacanya *ae*...
- T : Baca, yang keras. 1, 2, 3, go. <PAUSE> Her eyes are beautiful and ..... Very good. Nggak ada kesalahan. Kerjakan latihan 2 task 4, task 3 juga dikerjakan. 1, 2, 3, go! Latihan 3 dicocokkan. Yes, kecuali kalau kamu cuma punya 1 LKS, ya dua duanya ngerjakan. Ditulis, kemudian bekerja. Kalau kamu punya LKS itu ditulis, jangan biarkan saja.
- T : Okay, yo berdoa. Siapa yang mau memimpin doa?
- S15 : Ayo kawan-kawan, kita mengakhirkan pelajaran hari ini, kita berdoa. Berdoa mulai, cukup.
- T : Makasih, Yudis.
- St : Tank you, Yudis...
- T : Tank? Eh eh eh, tank e mbahmu po, tank? Thank you. Ulangi...
- St : Thank you, Mister Otniel!
- T : Yaa, you're welcome. And happy valentine ya!



## SURAT PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

nama : Ajeng Ramdhani Savitri Widodo, S.Pd

pekerjaan : Mahasiswa S2

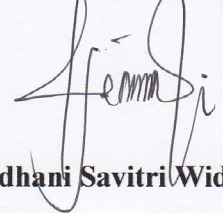
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menyatakan telah melakukan triangulasi data sehubungan dengan analisis data yang dilakukan oleh mahasiswa yang bersangkutan dalam penelitian yang berjudul “An Analysis of English Teachers’ Questions in Promoting Thinking Skills at SMP N 8 Yogyakarta”.

Demikian surat keterangan ini dibuat untuk dapat digunakan sesuai keperluan.

Yogyakarta, 4 Juli 2015

Yang membuat pernyataan,



**Ajeng Ramdhani Savitri Widodo, S.Pd**